

**STUDENTS' PERCEPTION TOWARDS THE LECTURER'S  
TEACHING STYLES AND PERSONALITY TRAITS AT  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

*PERSEPSI MAHASISWA TERHADAP GAYA MENGAJAR DAN  
KEPRIBADIAN DOSEN DI UNIVERSITAS MUHAMMADIYAH  
MAKASSAR*

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**GRADUATE PROGRAM  
STATE UNIVERSITY OF MAKASSAR  
2017**

**STUDENTS' PERCEPTION TOWARDS THE LECTURER'S TEACHING  
STYLES AND PERSONALITY TRAITS AT MUHAMMADIYAH  
UNIVERSITY OF MAKASSAR**

Thesis

As a Part of the Requirements for Master Degree

Language Education Program

Written and Submitted by

WAHYUDDIN RAUF

to

**GRADUATE PROGRAM  
STATE UNIVERSITY OF MAKASSAR**

**2017**


## THESIS

### STUDENTS' PERCEPTION TOWARDS THE LECTURER'S TEACHING STYLES AND PERSONALITY TRAITS AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR


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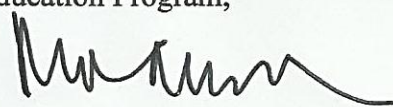
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Robbil Alamin, Praise and Thanks to the Almighty Allah SWT, that under His blessing and great guidance I eventually able to complete this thesis as one of the requirements of achieving Master of Education in English Education Program at Graduate Program of State University of Makassar. *Shalawat* and *salam* are addressed to the Prophet Muhammad SAW, his families, and his followers until at the end of the world.

First of all, I would like to express my deepest thank and sincere appreciation to my supervisors Prof. Murni Mahmud, S.Pd., M.Hum, Ph.D and Dr. Sukardi Weda, M. Pd., M. Si., M. Hum., MM., M. Sos.I., who have been spending their time to guide, inspire, and encourage me to finish this thesis since the preliminary draft until my thesis accomplishment. I also express my thank to my examiners Dr. Andi Tenri Ampa, M.Hum and Dr. Kisman Salija, M.Pd for their corrections and helpful suggestions.

My deepest thank goes to the lecturers of Muhammadiyah University of Makassar and the staffs who have welcomed, facilitated, and helped me to gain data for my research. My gratitude and appreciation are also addressed to the students who have participated in my research.

My special gratitude goes to my beloved parents Abd. Rauf, S.Pd. and Kartini, S.Pd. for their love, care, support, motivation, and sincere prayer for me to get the best things in life, may the God always protect them. My brother, Ilhamsyah, I pray for your happiness.

I also express my deeply grateful to all my best friends in Great English Course, Sulkifli, S.Th.I, M.Th.I,. Also thanks for our brotherhood particularly to Abd. Rajab, S.Pd., M.Pd, and Muh. Ichsan, S.Pd., M.Pd for supporting me and all my classmates in English Education D 2014 Graduate Program that I couldn't mention one by one.

Lastly, many thanks go to everybody that has been a part of my life but I failed to mention. I realized that this thesis is still far from being perfect, therefore suggestion and correction for the improvement are welcomed. Hopefully this thesis will be useful for the readers.

Makassar,

July 2017

Wahyuddin Rauf

## **PERNYATAAN KEORISINILAN TESIS**

Saya, Wahyuddin Rauf,

Nomor Pokok: 14B01128,

Menyatakan bahwa tesis yang berjudul “Students’ Perception towards the Lecturer’s Teaching Styles and Personality Traits at Muhammadiyah University of Makassar” merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan di atas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tanda tangan .....,

Tanggal 06 Juli 2017

## ABSTRACT

**WAHYUDDIN RAUF**, 2017. *Students' Perception towards The Lecturer's Teaching Styles and Personality Traits at Muhammadiyah University of Makassar.* (Supervised by Murni Mahmud and Sukardi Weda)

This research was conducted to find out the students' perception towards the lecturer's teaching style and personality traits which covers three research questions; 1) the types of teaching style, 2) the types of personality traits, and 3) the students' perception towards the lecturer's teaching styles and personality traits at Muhammadiyah University of Makassar.

This research applied a qualitative research. One lecturer was chosen as the research participant through purposive sampling technique and 6 students at 2<sup>nd</sup> grade of English department were involved as the informants. The data were obtained through recording, observation, and interview and analyzed based on procedures of data analysis that consists of the data collection, the data reduction, the data display, and conclusion.

The result of the findings indicates that; (1) the dominant teaching style used by the lecturer is *Expert type*, (2) the type of personality traits possessed by the lecturer is *Extraversion* personality, and (3) the students perception towards the lecturer's teaching styles and personality traits were *being comfortable, motivated and more discipline*. The findings also proved that the teaching styles may be *blended* and the lecturer might modified their teaching styles with some strategies such as using humor and pop quizzes.

*Keywords: Perception, teaching styles, personality.*

## ABSTRAK

**WAHYUDDIN RAUF**, 2017. *Persepsi Mahasiswa terhadap Gaya Mengajar dan Kepribadian Dosen di Universitas Muhammadiyah Makassar* (dibimbing oleh Murni Mahmud dan Sukardi Weda).

Penelitian ini dimaksudkan untuk mengetahui persepsi siswa terhadap gaya mengajar dan ciri kepribadian dosen yang mencakup tiga pertanyaan penelitian yaitu; 1) jenis gaya mengajar, 2) jenis kepribadian, dan 3) persepsi siswa terhadap gaya mengajar dan kepribadian dosen di Universitas Muhammadiyah Makassar.

Penelitian ini menggunakan metode kualitatif dengan melibatkan satu dosen sebagai partisipan yang dipilih dengan menggunakan teknik purposive sampling dan 6 mahasiswa semester 2 jurusan Bahasa Inggris sebagai informan. Data penelitian dikumpulkan dengan menggunakan rekaman, observasi, and wawancara kemudian dianalisa berdasarkan prosedur analisis data yang terdiri dari *data collection*, *data reduction*, *data display*, and *conclusion*.

Hasil penelitian ini menunjukkan bahwa; (1) gaya mengajar yang lebih dominan digunakan adalah *gaya Expert*, (2) jenis kepribadian yang ditunjukkan adalah kepribadian *Extraversion*, dan (3) persepsi siswa terhadap gaya mengajar dosen menunjukkan hal positif yang dinyatakan dalam beberapa hal seperti; *nyaman dalam belajar*, *termotifasi* dan *menjadi lebih disiplin*. Hasil dari penelitian ini juga menunjukkan bahwa gaya mengajar dapat dikombinasikan dan dosen/pengajar dapat memodifikasi gaya mengajar yang digunakan dengan beberapa strategi misalnya menggunakan humor dan kuis.

*Kata-Kata Kunci: persepsi, gaya mengajar, kepribadian.*



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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the descriptions about the introduction of this research. It consists of five parts which deal with background, research questions, objectives, significance and scope of the research. Each part is presented systematically.

#### **A. Background**

In teaching and learning process, teachers and students are two elements involved in pedagogical act. Teachers have a vital role to play in educational amendment, and then students are a number of people who have relation with the teacher in teaching activities. The relationship between teachers and students also influences classroom climates. The way teachers prefer to use their cognitive abilities correlates his preference for certain learning situations, with impact upon their personal style to recognize and to use their teaching methods. Teachers are responsible for regulating the classroom environment, including regulating classroom discipline, implementation of approaches and methods to learning, interacting with the students in the classroom. Hence, teachers are one of the most influential elements for the success of any educational system.

Teaching refers to the actions of a real live that the teachers design to impart learning to the students. Patanathabutr (2008:361) states that teachers and teaching styles are factors affecting the students' learning ability in educational

system. However, many universities and educational institutions are still concerned with focusing on teacher-oriented learning, teachers or lecturers lecture their knowledge, a classic learning method which is challenged and criticized broadly. The learning method has shifted to student-oriented learning creating many styles of teacher, and teaching for developing teachers and students' skills in learning.

It is a fact of professional life that both teachers and students vary. Both of them are unique individuals who possess their own way of teaching and learning (Larenas *et al.*, 2011:112). For successful learning process, the teachers need to know various teaching methods and approaches to meet their students' needs in their learning. The way teachers teach should match the way students learn. The concern of teachers should be the students' style of learning. Other factors such as curriculum, teaching materials, and personalities are considered as important things as well for successful teaching and learning process.

In relation to the teachers' way of teaching, personal behaviors and characteristics in the teaching-learning process indicate the way educators teach (Grasha, 1996) and show that various teaching styles exist. Teachers vary in how they manage their classes, how they interact with their students, and how they view their roles as educators. Nelson (1964:81-83) reported that teachers and pupils in junior diverge considerably in expressions of their attitudes toward each other. He found that teachers are cognitively leaning toward pupils while pupils are affectively sloping toward teachers. Teacher personality is, therefore,

straightforwardly and indirectly related to learning and teaching in the affective domain as well as to that in cognitive and psychomotor domains.

Personality may be viewed as a dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual (Callahan, 1996:111). Research on teacher personality, as well as teachers' teaching style, is based on the assumption that the teacher as a person is a significant figure in teaching and learning process. Personality influences the behavior of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen (Murray, 1972:383-387). The successful use of a teacher's personality is vital in conducting instructional activities. Personality aids teaching, for communication takes place between the teacher and the learner – even in the absence of the spoken word (nonverbal communication). The teacher whose personality helps create and preserve a classroom or learning environment in which students feel contented and in which they are provoked to learn is said to have an enviable teaching personality (Callahan, 1996).

Having said above, both teachers' teaching style and personality play important roles in teaching and learning process. According to Brown (2001:167) The important role of the teachers or lecturers in many activities has been discussed by the educational experts for a long time. Teachers or lecturers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role. In language learning process, the teachers or the lecturers also have an important role

to help the students to know themselves, their culture, their attitude and another culture especially in EFL classroom.

Furthermore, lecturers or teachers should understand that one style of instructions may not meet the needs of all students. Students differ in the way they approach the learning process and deal with various learning activities (Callahan, Clark, & Kellough, 2002). To get some insights into this research may help teachers to become more aware of their personality and the way they teach and to provide self- reflection on their own teaching. Hence, through an awareness of their personality traits and their teaching styles, they may gain a better understanding of how best to put into practice their vision of teaching and how their teaching style can be changed, modified, or supported to improve their interactions with students. One good way to have teachers recognize their personality characteristics and recognize the need to modify their own teaching style is to have them learn from the student's perspectives.

In relation to the explanation above, the researcher attempts to conduct a research under the title "Students' Perceptions toward the Lecturer's Teaching Style and Personality Traits at Muhammadiyah University of Makassar"



## **B. Problem Statements**

Based on the background, the researcher states the research problems as follows:

1. What types of teaching styles does the lecturer use at Muhammadiyah University of Makassar?
2. What types of personality traits does the lecturer possess at Muhammadiyah University of Makassar?
3. How is the students' perception towards the lecturer's teaching styles and personality traits at Muhammadiyah University of Makassar?

## **C. Objectives of the Research**

Based on the problem statements as previously stated, the objectives of this research are to find out:

1. The types of teaching style used by the lecturer at Muhammadiyah University of Makassar.
2. The types of personality traits possessed by the lecturer at Muhammadiyah University of Makassar.
3. The students' perception towards the lecturer's teaching style and personality traits at Muhammadiyah University of Makassar.

#### **D. Significances of the Research**

The results of the research are expected to be fruitful and valuable information for the lecturers in teaching English as an effort to improve their quality of teaching. Generally, this research is covered by two kinds of significance, namely theoretical and practical significance.

Theoretically, this research is expected to support the theoretical pedagogical discipline development of language teaching and learning. It is expected to provide and introduce some essential information to the teachers or lecturers about the definition and different types of teaching styles and personalities that can be applied by the English teachers in conducting their teaching, particularly teaching English.

Practically, the findings of this research are expected to provide valuable information and reliable reference for the lecturers in order that they are able to understand and become more aware of their personality and to provide self-reflection on their own teaching. Through an awareness of their personality traits and their teaching styles based on the students' perceptions, they may gain a better understanding of how best to put into practice their vision of teaching and how their teaching style can be changed, modified, or supported to improve their interactions with students. Besides, the results of this research are also expected to provide information as the basic reference and empirical evidence for the further researchers.

### **E. Scopes of the Research**

To avoid the research broadening, the researcher makes the limitation of this research. The scope of the research is covered or limited to some following issues:

1. By discipline, this research is under language teaching discipline and applied psycholinguistics. For language teaching discipline, this research is restricted to the lecturers' teaching styles. Meanwhile, in applied psycholinguistics, this research is restricted to the lecturer's personality traits and the students' perceptions.
2. By content, this research focused and investigated the lecturers' teaching styles and personality traits, and how the students' perception toward the teachers' teaching styles and personality traits. Lecturers' teaching styles are divided into five types, namely expert, formal authority, personal model, facilitator, and delegator style. To know the lecturers' personality traits, the researcher used the theory of Big Five Personality (Agreeableness, Neuroticism, Extroversion, Openness, and Conscientiousness) as the bases. Meanwhile, the students' perceptions were investigated by using interview.
3. By activity, this research took samples from Muhammadiyah University of Makassar. The data were collected by using observation and interview.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature related to this research. It deals with previous related research findings, some pertinent ideas, and conceptual framework.

#### **A. Previous Related Research Findings**

The studies of teaching styles and personality traits have been carried out by some researchers with varying degrees of success. Generally, these studies are focused on the teaching style and personality traits as the important factors affecting the development of the teachers' professional expertise. Some of these studies are mentioned as follows:

Behnam & Bayazidi (2013) investigated the relationship between personality type of teachers and teaching styles in TEFL Iranian adult context. Forty teachers who participated in this study were teaching IELTS or TOFEL to adult students, over 23. The Mayer and Briggs Type Indicator (MBTI), an instrument based on Jung's personality theory and Grasha-Reichmann Teaching Style Inventory (TSI) were used. Descriptive method and SPSS were applied to get accurate results. The results showed that personality type was not a significant predictor of teaching style. The gender of teachers, moderator variable, showed no effect on teaching style either.

Arif, *et al.* (2012) conducted a study to measure and compare the Big five personality traits of prospective teachers at teacher education institutes of Punjab, Pakistan. To fulfill the purpose of the study, a sample of 100 level prospective teachers (60 Female & 40 Male) was taken from four public sector universities of Punjab, Pakistan. Twenty Five prospective teachers from each university were selected by using convenient sampling technique. The big five inventory (BFI) originally developed by John (1999) with little modification was distributed among the selected prospective teachers. This inventory comprised of twenty five statements about Big five personality traits (five statements about each personality trait). Big five personality traits are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Collected data was analyzed by using simple descriptive and inferential statistical techniques such as mean and t-test. It was found that the ratio of four personality traits (Extraversion, Agreeableness, Conscientiousness, and Neuroticism) was nearly same, but the ratio of Openness personality trait is greater which means that the openness personality trait of prospective teachers is more dominant as compared to remaining four big personality traits. It was also found that there was a significant difference between male and female prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five personality trait instrument as compared to male prospective teachers. Findings of this study indicated the quality of teacher education programs in terms of their capability to develop teacher personality. The researchers suggested that teacher training institutes should make efforts to develop all these personality traits in

prospective teachers irrespective of their gender. Males need much attention than females as they lack almost all traits as compared to females. In future such type of researches should be conducted to check the level of these Big Five personality traits in prospective teachers.

Chang (2010) conducted a research to investigate Taiwanese junior high school students' perceptions of their teachers' teaching styles and the students' own use of learning strategies and to determine if there was a significant relationship between perceived teaching style and learning strategy use. The data for this study were gathered from a sample of 95 junior high school students enrolled in four Chinese language classes at Yuanlin Junior high school. The students completed the Junior High School Teacher's Teaching Style Questionnaire and the Taiwanese version of the Motivated Strategies for Learning Questionnaire. The findings from this study led to the following conclusions: (1) the students preferred to use learning strategies that enabled them to use time well and choose environments conducive to learning. Moreover, they preferred to seek assistance from their teachers or classmates when encountering learning difficulties; (2) gender differences in learning strategy use were not significant. Among nine learning strategies, male and female students both exhibited more use of strategies for Effort Management, Help-seeking, and Time and Study Management; (3) the dominant teaching style, as perceived by the students, was indifference; (4) the results revealed that there were no significant relationships between students' perceptions of teaching styles and learning strategy use.

Akbari, *et al.* (2008) conducted a research to tap into the relationship between three major variables that are shown to be related to teachers' performance, i.e. their teaching styles, sense of efficacy and reflectivity to see how they can contribute to students' achievement outcomes. The result of this research showed that a high correlation between teacher reflectivity and student achievement outcomes. The result of this research also indicated a positive relationship between teacher sense of efficacy and student achievement outcomes. Beside that, the results did not indicate a high correlation between interpersonal rapport, as a component of the teachers' teaching styles, and student achievement. Therefore, the results of this research revealed that the three variables are the key teacher-related factors, which significantly predict students' achievement outcomes.

Rahimi and Asadollahi (2012) conducted a research to investigate Iranian EFL teachers' teaching styles and the activities they use most frequently in their classes. Additionally, the difference between male and female teachers' teaching style and the relationship between teaching styles and teachers' experience and age were explored. The instruments were used to collect the data were a personal information questionnaire and Teaching Activities Preference (TAP) questionnaire. The results of the research revealed that the participants used a variety of teaching activities in teaching activities in English classes; however they constituted a special group due to high percentage of using sensing type activities. Further, it was found that male and female teachers were different in extroverting, sensing and feeling styles of teaching while female teachers used

activities related to these styles more than the male counterparts did. Besides, the obtained results revealed that EFL teachers' age and experience had a negative relationship with sensing style and a positive relationship with thinking style of teaching.

## **B. Some Pertinent Ideas**

### **1. Perception**

The word "perception" (noun) based on Oxford Dictionary (2008) means:

- a. the ability to see, hear or become aware of something through the senses
- b. the way in which something is regarded, understood, or interpreted.

Based on Cambridge Dictionary (2008), perception could means;

- a. a belief or opinion, often held by many people and based on how things seem;
- b. the quality of being aware of things through the physical senses, especially sight
- c. someone's ability to notice and understand things that are not obvious to other people

Walgito (1991) defines perception as the last process of observation which is started by the process of sensing in which the process of stimuli is received by the sense, continued by the process of attention, and then directed to the brain that will make the individual realizes about something.



By those definitions, the researcher concludes that perception is the process of interpreting, understanding or being aware of something by using the senses.

## **2. Teaching Style**

### **a. The Definition of Teaching Style**

Many researchers and experts have defined teaching style from different point of views. Furthermore, firstly, it needs to define the term of style itself.

Style is a term that refers to consistent and rather enduring tendencies or preferences within individual. Styles are those general characteristics of intellectual functioning (personality type, as well) that pertain to example, be more visually oriented, more tolerant of ambiguity, or more reflective than someone else. These would be styles that characterize a general pattern in thinking or feeling (Brown 2000:113).

Fan and Ye (2007) define that the notion of style refers to an individual's preferred way of using his/her abilities and in this way differs from ability. Style is a very important factor in trying to account for the marked individual differences in performance shown by people as they think, learn, teach or carry out various tasks (Sternberg and Grigorenko as cited in Fan and Ye, 2007).

Based on Cambridge Dictionary (2008), style is a particular way of performing, designing, or producing something, especially one that is typical of a particular person, group, period of time, place etc.

Considering the definition of the style, the researcher puts some definitions of teaching style that are proposed by experts. These definitions are presented as follows:

Educators' personal qualities are considered persistent. According to Conti as cited in Chang (2010:6), "the overall traits and qualities that a teacher displays in the classroom and that are consistent for various situations can be described as teaching style." Fischer and Fischer (1979:245-254) similarly defined teaching style. They stated that the teaching style of an instructor might persist even when he or she uses several different teaching techniques and methods.

Kaplan and Kies as cited in Rahimi and Asadollahi (2012:157) state that teaching style refers to a teachers' personal behavior and the media used to transmit data to or receive it from the students. This definition involves the importance of teachers' behavior and media that significantly affect the delivery of the instruction. In addition, teaching style refers to all of teaching techniques and activities and approaches that a teacher employs in teaching a certain subject in the classroom or the sum total of instructional activities, techniques and approaches that a teacher feels most comfortable using when he or she is in front of a class (Cooper, 2001:301).

Brown (2001:201) stated that teaching style is another affective consideration in the development of the teachers' professional expertise. Therefore, teaching style is almost always consistent with the teachers' personality style, which can vary greatly from individual to individual. Furthermore, teaching styles refer to a teacher's personal behaviours and media

used to transmit data to or receive it from the students and involve the implementation of the teacher's philosophy about teaching.

According to Grasha (1996:3), teaching style is viewed as a particular pattern of needs, beliefs, and behaviors that teachers display in the classroom. He also states that style is multidimensional and affect how teachers present information, interact with students, manage classroom tasks, supervise coursework, socialize students to the field and mentor students. Teaching styles represent those enduring personal qualities and behaviours those appear in how the teachers conduct their classes. Therefore, it is both something that defines the teachers, that guides and directs their instructional process, and that has effect on students and their ability to learn.

Based on some definitions stated by the experts, the researcher conclude that teaching style refers to the teachers' preferred way of teaching such as presenting information, interacting with students, managing the classroom and mentoring the students. In addition, teaching style refers to all of teaching techniques and activities and approaches that a teacher employs in teaching a certain subject in the classroom.

#### b. Teaching Style Types

Among the authors who attempt to conceptualize teaching styles, Grasha (1996) provides a sound definition of the concept, validated instruments and techniques for analyzing teachers' teaching styles. Because Grasha's theory is the basis for this study, his work is further examined here. Through his research, he identified five teaching style categories:

1) The expert type.

The expert possesses knowledge and expertise that students need. She or he strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. The teacher is concerned with transmitting information and ensuring that students are well prepared.

2) The formal authority type.

This teaching style is an instructor-centered approach where teachers are responsible for providing and controlling the flow of content. The 'formal authority' type possesses status among some students because of knowledge and role as a faculty member. The teacher is concerned with providing positive and negative feedback, establishing learning goals, expectations and rules of conduct for students.

3) The personal model type

This type is also an instructor-centered approach where the instructor demonstrates the skills that students are expected to learn. This approach encourages student participation and instructors adapt their presentation to include various learning styles. The demonstrator/personal teacher believes in 'teaching by personal example' and establishes a prototype for how to think and behave. This instructor oversees, guides and directs by showing how to do things, encouraging students to observe and then to emulate the instructors' approach.

#### 4) The facilitator type

This is a student-centered approach. The instructor acts as a facilitator and the responsibility is placed on the student to achieve results for various tasks. This teaching style fosters independent as well as collaborative learning. The instructor typically designs group activities which require active learning, student-to-student collaboration and problem-solving.

#### 5) The delegator type

This is also a student-centered approach where the instructor delegates and places the control and the responsibility for learning on the students and/or groups of students. The teacher is concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The delegator style often gives students a choice in designing and implementing their own complex learning projects while the instructor acts in a consultative role.

Such classifications, however, do not mean that teachers can be classified neatly to one of above-mentioned categories. Grasha (1996) emphasizes almost every teacher possesses each of the five teaching styles to varying degrees. In effect, each individual style is like a different color on an artist's palette. Like those colors, they can be blended together. This implies that rather than talking about individual teaching styles we may talk about clusters of teaching styles. He groups the five teaching styles into four clusters (1996:154):

- a) Cluster 1 - Expert/Formal Authority: tends toward lecturer's-centered classrooms in which information is presented and the students receive knowledge.
- b) Cluster 2 - Personal Model/Expert/Formal Authority: It is a lecturer's centered approach that emphasizes modeling and demonstration. This approach encourage the students to observe the processes as well as the content.
- c) Cluster 3 – Facilitator/Personal model/Expert: It is a student-centered model for the classroom. Lecturers design activities, social interactions, or problem-solving situation that allow students to practice the processes for applying course content.
- d) Cluster 4 - Delegator/Facilitator/Expert: It places much of the learning burden on the students. Lecturers provide complex tasks that require the student's initiative to complete. However, students learn in many ways – by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. Teaching methods also vary.

Grasha (1996) reported that the following clusters were dominant in the 761 classrooms she examined. Cluster 1: Expert/Formal Authority (38%) Cluster 2: Personal Model/Expert/Formal Authority (22%) Cluster 3: Facilitator/Personal Model/Expert (17%) Cluster 4: Delegator/Facilitator/Expert (15%) Each cluster of teaching style helps to create the mood of a class (Grasha,1996). When used in a very traditional manner, the styles of cluster 1 send a message to students that I'm

in charge here and tend to create a cool emotional climate. In contrast, an emphasis on the Delegator/ Facilitator/ Expert blend of cluster 4 creates a different picture. It sends message to students that I'm here to consult with you and to act as a recourse person. A warmer emotional climate is created and students and teachers work together, share information, and the boundaries between teacher and student are not as formal.

### **3. The concept of personality traits**

#### **a. Definition of personality traits**

Personality has some different meanings. We will begin by considering the definition of personality considered acceptable by most psychologists today.

According to Feist, Jess & Gregory (2008:4), personality is a pattern of relatively permanent traits and unique characteristics that gives both consistency and individuality to a person's behavior. Traits contribute to individual differences in behavior, consistency of behavior over time, and stability of behavior across situations. Traits may be unique, common to some group, or shared by the entire species, but their *pattern* is different for each individual. Thus each person, though like others in some ways, has a unique personality.

Alloport in Feist, *et al.* (2008:378) defined personality as “the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought”. So it implies that personality is both physical and psychological; it includes both overt behaviors and covert thoughts;

it not only *is* something, but it *does* something. Personality is both substance and change, both product and process, both structure and growth.

According to Pervin and John's (2001:4) standard definition, personality represents those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving.

Based on the definition above, the researcher concludes that personality traits refers to the individual characteristics in behaving and thinking that may unique and different for each individual.

#### b. Types of personality traits

For the types of personality, Jung in Feist and Feist (2008:121-122) recognized four major types of personality on MBTI in which each of them has two division. Here the researcher provides the teachers' classroom preference and teaching style related to those personality types as cited in Grasha (1996:29-30).

##### 1) Personality Based on Orientation to Life

In this type, there are two personalities covered. They are Extrovert and Introvert. Both of those personality types have their own characteristics as follow:

##### a) Extrovert

The people with this type tend to focus on the outer world of people, things, and activities they are energized by interaction with others. They love to talk, participate, organize and socialize. They prefer to figure out something while they are talking. Besides, Extroversion types learn best by talking and physically engaging the environment. Their attention will naturally flow towards external things and events.



The extroverted teachers are more likely to give students a broader range of choices about what to study and how to learn. They are more open with students and able to detect changes in students' attention, performance on activities, and their expectations for the course.

b) Introvert

These types are energized by the inner world of reflection, thought, and contemplation. They direct their energy attention inward and receive energy from reflecting on their thoughts, memories and feelings. They can be sociable but need space and time alone to recharge their batteries. Introverts want to understand the world. They prefer to figure out things before they talk about them.

The teachers possessing this type prefer to structure assignments and to exercise direct control over classroom proceedings and assignments. They are also somewhat inflexible in how class session is conducted and are concerned with their personal goals for the class.

2) Personality based on perception

In this type, there are two personalities covered. They are sensing and intuitive. Both of those personality types have their own characteristics as follow:

a) Sensing

*Sensing* people rely heavily on their five senses to take information. They take in information that is real and tangible – what is actually happening. They are observant about the specifics of what is going on around

them and are especially attuned to practical realities. They focus on detail and may ignore the big picture.

The sensing types of teachers emphasize the facts and the acquisition of the concrete skills. They tend to use activities that allow students a narrow range of choices.

#### b) Intuitive

*Intuitive* people seek out patterns and relationships among the facts they have gathered. They trust their intuition and look for the “big picture.” Their focus is on conceptual information. Since they see the big picture, they often ignore the detail. They strive to grasp patterns and are attuned to seeing new possibilities. Their focus is on the future. They would rather think than do.

The teachers possessing this type encourage the students to go beyond the facts, to gain an understanding of the relationships between different ideas, and to consider broader implications. They tend to help the students discover new insight into concepts and have how ideas can be transformed to become something new and different. They tend to give students a range of activities and more likely to move freely around the room while teaching.

#### 3) Personality based on decision making

In this type, there are two personalities covered. They are thinking and feeling. Both of those personality types have their own characteristics as follow:

a) Thinking

*Thinking* people look at the logical consequences of a choice or action and decide on the basis of logic, analysis, and reason. They critique and analyze to identify what's wrong with something so they can solve the problem. They follow their head rather than their heart value truth over tact, and sometimes appear blunt and uncaring about the others' feelings. They usually have strongly held principles, value fairness over everything and need purpose.

The teachers possessing this type provide the students with very little comment, praise, or critique regarding their behavior. They have very "little task contact" with the students. They are more attentive to their own behaviors than to those of their students and have students focusing more on what the teachers do. They tend to deal with the class as a whole entity rather than examining the work and accomplishments of individual students.

b) Feeling

*Feeling* people, when making decisions, like to consider what is important to them and to others involved. Appreciating and supporting others and looking for qualities to praise energize them. They decide on the basis of their feelings, personal likes and dislike. They want others to like them so they find it difficult to say no or disagree with others.

The teachers possessing this type communicate the importance of each student's individual work and provide consistent praise as well as constructive positive and negative feedback on the work students complete.

They assist students by examining their values the role personal values play in making decisions and solving discipline related problems. They allow students to spend more time on individual work and projects. They are also able to focus on the needs of more than one student at a time.

#### 4) Personality based on attitude to outside world

In this type, there are two personalities covered. They are Judging and feeling. Both of those personality types have their own characteristics as follow:

##### a) Judging

*Judging* people like to live in a planned, orderly way, seeking to regulate and manage their lives. They want to make decisions, come to closure, and move on. They tend to be structured and organized and like to have things settled. Getting the things done energize them. They focus on completing the task, only want to know the essential things, and take action quickly.

The teachers possessing this type are repetitious, unidirectional, orderly, and controlling in their teaching methods. They emphasize adherence to structure, schedules, and deadlines. They prefer assignments and group work where a specific product or outcome is produced. They are impatient with the students who are not recognized or who procrastinate doing assignments.

##### b) Perceiving

Perceiving types are spontaneous and they don't like to be boxed in by deadlines or plans. They like to postpone action and seek more data,

gathering more information before making a decision. Detailed plans and final decisions feel confining to them. They work at many things at once. Ps are flexible and often good in emergencies when plans are disrupted.

The teachers possessing this type employ classroom procedures that encourage students' participation. They usually teach in a more flexible manner and are often spontaneous in what they do. They are more comfortable with open-ended discussion and asking students to engage in small group discussions and tasks.

Another theory is The Big Five model proposed by Costa and McCrae as cited in Chamorro & Furnham, (2005:17) derived from the re-analysis (via a statistical technique called cluster analysis) of Cattells's 16PF (Costa & McCrae, 1976). According to the Five Factor Taxonomy, there are five higher order personality traits (or factor) – Extraversion, Neuroticism, Openness to Experience, Agreeableness, and Conscientiousness.

Costa and McCrae in Chamorroo & Furham, (2005:17-22) identified the primary facets of *neuroticism* – anxiety, angry, hostility, depression, self-consciousness, impulsiveness, and vulnerability. The sub facets of *extraversion* are warmth, gregariousness, assertiveness, activeness, excitement-seeking, and positive emotions. The sub facets of *openness to experience* are fantasy, aesthetics, feelings, actions, ideas and values. People high on openness to experience tend to be dreamy, imaginative, inventive, and non-conservative in their thoughts and opinions. The sub facets of *agreeableness* are trust, straight forwardness, altruism, compliance, modesty, and tender-mindedness. Agreeable

people can be described as caring, friendly, warm, and tolerant. This personality is negatively related to Psychoticism and it is a main exponent of social behavior in general. The sub facets of *conscientiousness* are competence, order, dutifulness, achievement striving, self-discipline, and deliberation. Conscientious individuals are best identified from their efficiency, organization, determination and productivity. No wonder, then that this personality dimension has been reported to be significantly associated with various types of performance.

Important Personality Traits needed for Teaching Effectiveness: The “Big five “Personality Traits:

- 1) Conscientiousness: dependable, hard-working, organized, self-disciplined, persistent, responsible
- 2) Emotional stability: Calm, secure, happy, unworried
- 3) Agreeableness: Co-operative, warm caring, good-natured, Courteous trusting
- 4) Extraversion: Sociable, outgoing, talkative, assertive, gregarious, enthusiasm.
- 5) Openness to experience: Curious, intellectual, creative, cultured, artistic, sensitive, flexible imaginative.

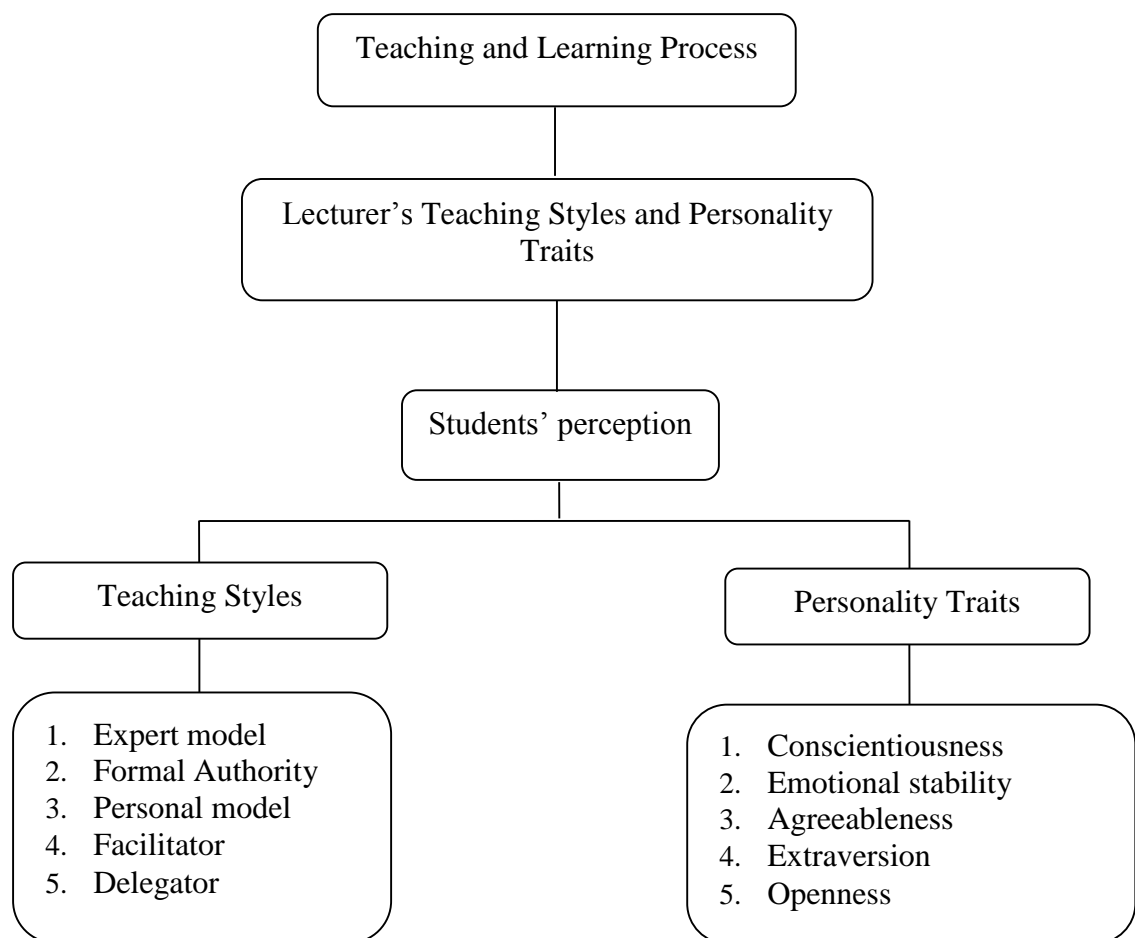
Although personality psychology has, by intention, concentrated on stable and distinctive personality properties since its beginnings, it has become increasingly clear that by assuming absolute cross-situational consistency of most traits we can understand only part of the picture because there is evidence for cross-situational variability. As Pervin and John (2001:290) summarized, “To a

certain extent people are the same regardless of context, and to a certain extent they also are different depending on the context.”

In this research, the researcher will use the theory of Big Five Personality from Costa & McCrae to measure the lecturers' personality traits at Muhammadiyah University of Makassar.

### C. Conceptual Frame Work

The theory underlying this research upholds the assumption that the relationship between teachers and students can influence the teaching and learning process. Hence, the researcher presents the conceptual framework in figure 2.1.



**Figure 2.1. The Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research method. It deals with research design, subject of the research, instrument of the research, procedures of collecting data and techniques of data analysis.

#### **A. Research Design**

In this research, the researcher applied descriptive qualitative research design. Qualitative design refers to a survey research, determines and describes the way things are (Gay *et al.* 2006:159). Qualitative design is aimed to comprehend and enlighten the existing phenomena experienced by the subject of the research, such as attitude, perception, motivation, action, etc. in a holistic way, and by describing words and language, on expected particular context and by using such kinds of accepted method. Descriptive qualitative data are usually collected by questionnaire, surveys, interviews, or observations.

Hence, the researcher applied this research design to collect, analyze and interpret data which appropriate with the purpose of this research in order to get and find out the description about the types of the lecturer's teaching styles, personality traits, and students' perceptions.

## **B. Subjects of the Research**

This research was conducted at Muhammadiyah University of Makassar. The researcher choose one English lecturer as the participant through purposive sampling technique. The subject lecturer was selected based on students' positive perception towards her as one of the favorite lecturers. The researcher also involved six students from two different classes taught by the subject lecturer at Muhammadiyah University of Makassar in academic year 2016/2017 as the informants of this research. The informants were selected based on the recommendation from the chief of each class who considers the informants as the active students in the classroom who might be the representatives of the class.

## **C. Instruments of the Research**

In this research, the researcher applied interview and observation as techniques of data collections.

### **1. Observation**

The observation was conducted in this research to find out the most dominant teaching style used by the lecturers in the classroom. In conducting the observation, the researcher searched and gathered information related to research topic through classroom observation. The researcher utilized video and audio recording, observation checklist and field notes in order to collect the data from classroom observation.

## **2. Interview**

The researcher applied semi-structured interview by using opened-ended question to interview the students. Gay *et al.* (2006) state that in interview, the researcher could investigate the participants' responses to collect thorough facts about their experience and feeling. The interview aims to investigate the students' perceptions toward the lecturers' teaching styles and personality traits. Hence, data instrument which was used in this research was interview guide. The interview guide contains some questions for students to get needed data.

### **D. Procedure of Collecting Data**

In order to collect the data, the researcher conducted the following procedures:

1. The researcher conducted the classroom observation by utilizing recording tools in order to observe all teaching activities inside the classroom.
2. While recording it, the researcher filled in the observation checklist.
3. The last one was conducting the interview for the students. The researcher applied semi-structured interview to get the data. In applying this type, the researcher provided some questions which need to be asked, but remain flexible so that other information might still arise.

### **E. Techniques of Data Analysis**

To analyze the data from the observation and interview, the researcher used some steps which deal with the procedures/steps in analyzing qualitative

research data. In analyzing the data, the researcher used descriptive analysis. Miles and Huberman (1984) assumed that there are some steps in analyzing the data. The steps are explained as follows:

### **1. Data collection**

After identifying the problem, the researcher collected the data by interviewing the students as informant and observing the teaching and learning process to gain more supporting data. All the recording data, field notes, and observation checklist were collected, and then the researcher wrote the transcriptions of the recording. From the transcription, the researcher commented to get an initial sense of the data. In this case, the researcher identified the lecturer's teaching styles, personality traits, and students' perception.

### **2. Data reduction**

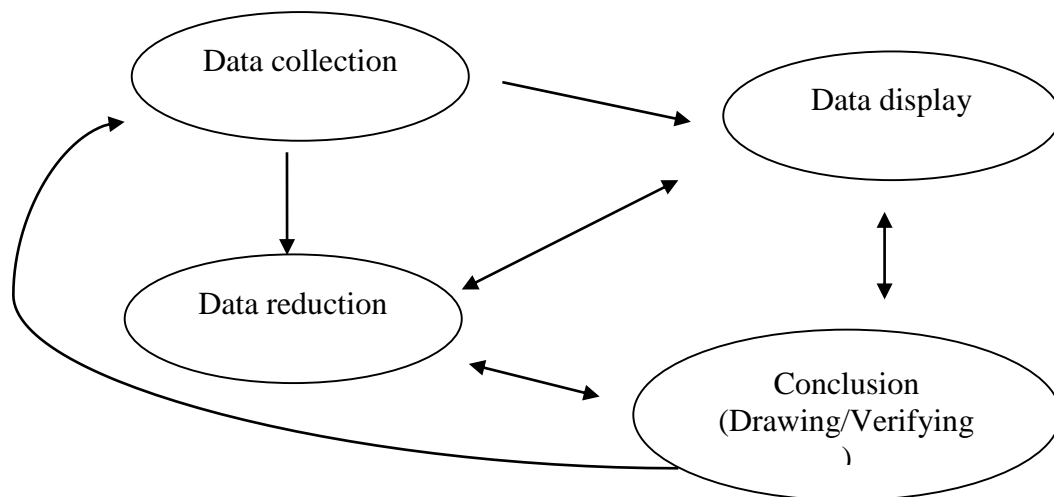
The next step, the data were analyzed through data reduction in which the researcher summarized, selected the main things and focused on the important points, created the extracts, arranged them systematically in order to provide an overview of the research result.

### **3. Data display**

After reducing the data, the next step was data display, in which the researcher analyzed and described the data qualitatively.

#### 4. Conclusion

The last step was conclusion in which the researcher began to develop the conclusion regarding to the research questions addressed previously.



*Figure 3.1. Components of data analysis: Interactive model*

*Source: Miles and Huberman (1984)*

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter deals with the findings of the research and discussion of the research findings. The findings are arranged in line with the problem statements outlined in introduction part. In the discussion section, arguments and further interpretation of the findings are given.

#### **A. Findings**

The findings deal with the students' perception towards the lecturer's teaching styles and personality traits at Muhammadiyah University of Makassar. There are three parts that are displayed based on the focus of the research, namely; (1) The kinds of teaching style applied by the lecturer, (2) the kinds of personality traits possessed by the lecturer, (3) the students' perception towards the lecturer's teaching style and personality traits. The results of observations and interviews are displayed and categorized based on the focus of the research.

##### **1. The types of teaching style used by the lecturer at Muhammadiyah University of Makassar.**

To find out the types of teaching style used by the lecturer, the researcher did the observation by utilizing observation checklist and video recording to get broad description of the lecturer's teaching style. The researcher also took audio recording to get more supporting data.

a. Expert Style

Based on the data obtained from observation and the recording, it was found that the lecturer possessed some teaching styles based on Grasha's five teaching styles. But the teaching style applied dominantly by the lecturer was Expert style. In every meetings, the lecturer act as the "storehouse of knowledge" who dispenses the fact, principles, and concepts. She taught the students by emphasizing the explanation and the use of example in order to make the students understand and to encourage the students to be more active in the class. The way she taught can be identified from the extract of audio recording as follows:

**Extract 1**

- L : Consider the auxiliary. So the auxiliary that you will use in the tag question ya, it derives from or comes from the statement. Jadi, kalo disini are, kamu nggak boleh dong pake disini am atau diganti dengan is or diganti dengan yang lain. Disini are, you cannot use were here. You cannot use was here. Because you have to make a link to the statement. You got it?*
- Ss : Yes mem!*
- L : Oke, consider the auxiliary. The next question is.. what happen if for example.. in that question, you cannot find the auxiliary? You did not find the auxiliary in the statement. Ada nggak statement yang tidak ada auxiliarnya? Tidak kelihatan gitu auxiliarnya.*
- Ss : Ada*

(Appendix 5, page 106)

From the extract above, it can be identified that the lecturer taught Question Tag and explained the concept of the question tag to the students. The lecturer told the students to ***consider the auxiliary*** which means that the lecturer

emphasize the use of *auxiliary* as the main point in question tag. It is also followed by explanation about the concept that there should be *a link* between the statement and the tag question. From the extract above, the utterance “*The next question is.. what happen if for example.. in that question, you cannot find the auxiliary?*” reveals that the lecturer gave a question to explore the students comprehension and challenge the students to analyze the concept from different case.

### Extract 2

- L : Cara untuk melihatnya kalian gini. **Kalian simpan bentuk kalimatnya. Ini kalimatnya negative kan? Ya? Kalimatnya negative. Nah, kalau kamu menjawab negative juga, berarti you confirm. Berarti ini yang benar. Kamu mengkonfirmasi kebenaran kalimat ini, kalo kamu jawabnya no. Kalo kamu jawabnya yes, maka kamu men-deny. Deny apasih bahasa...deny..deny..?**  
 [To determine the sentence (question tag), **notice the sentence pattern. This is negative sentence, isn't it? So, If you use negative question tag (not), it means you confirm (agree with) the sentence. If you use positive tag (yes), It means you deny (disagree).]**
- Ss : Menolak [Object]

(Appendix 5, page 112)

From the extract above, it shows that the lesson is about question tag and the utterance “**Notice the sentence pattern. This is negative sentence, isn't it? So, If you use negative question tag (not), it means you confirm (agree with) the sentence. If you use positive tag (yes), It means you deny (disagree)**” shows that the lecturer explained the *key or concept* how to answer the *tag-question*



whether to confirm or to object the statement since the students have different interpretations on it.

The extracts above show that the lecturer explain the materials to the students in detail. It indicates that the lecturer used explanation as the significant part in her teaching process and tried to explain the material as clear as possible while the students only focused on the lecturer's explanation.

The way the lecturer teach different lesson can be seen from the extracts below:

**Extract 3**

- L : How much water do you want, how much sugar do you like? Okay? Yang jelas adalah ee.. most question..W-H Question will require question word plus auxiliary. Jadi jangan lupa auxiliarynya. How many, how much money.. tetap ada do disitu. How much money do you need? Liat? You cannot say how much money you need? Aaa.. who is your brother? You cannot say who your brother? Nggak boleh nggak ada auxiliarynya. Kecuali beberapa kasus yang saya sebutkan tadi. Ini kan tidak pake ya? Whose bag is this? Liat..auxiliary? liat?*
- Ss : Yes*

(Appendix 5, page 101)

From the **extract 3**, it can be identified that the lecturer explained **the use of auxiliary in W-H Question** as the important part of the lesson. Some different examples such as “*How much water do you want, how much sugar do you like?*” were provided to explain the concept of the material (that most of the question required auxiliary). The examples with the incorrect pattern such as “*You cannot*

*say who your brother?"* were also provided so that the students may compare the pattern.

The way the lecturer explained the concept of the materials also can be identified in the following extract:

**Extract 4**

L : *So, this one should be what because you're asking about name.. and name is not a person. Okay? What is the name of the teacher? **oke.. so two possibilities.** Kalian boleh jawab dengan yang ini... Tapi di lain konteks kalian bisa bilang who is your father? My father is.. Mr.Jhon... Who is your...ee.. Who is your lecturer..? Who is your structure lecturer?*

(Appendix 5, page 98)

It can be identified also in the **extract 4** that the lecturer's utterance "**oke.. so two possibilities..**" indicates that the lecturer explained the different concept of the subject that there are two kinds of sentence patterns which may be used when asking about name, and provided some different example to the students as in extract 3.

The extract above shows that the lecturer dominated the process of learning process. The information was mostly transferred by the lecturer to the students. The lecturer explained the material by emphasizing some different examples to the students so that they can compare it to get more comprehension towards the materials.

The lecturer also teaches the content of material by illustrating the example in certain situation. It can be seen from the extract below;

**Extract 5**

- L: *So, your name is Iqbal. For example I'm not sure whether this is Iqbal or not, I can ask him. You are Iqbal, aren't you?*  
 Ss : *Yes*  
 L: *You are Iqbal. It's a statement, right? It is declarative sentence. I want to give tag question, you are Iqbal.*

(Appendix 5, page 105)

**Extract 6**

- L : *Saya bilang antara ini Iqbal apa Rian ya? Tapi pertanyaan yang saya pilih adalah, kamu bukan Iqbal kan? Berarti kan saya pakai not. It should be negative statement. You..are..?*  
 Ss : *not..Iqbal, are you?*  
 L : *So, yang pertama tadi? Kalian harus.. apa yang saya tulis? Consider the?*  
 Ss : *Auxiliary*

(Appendix 5, page 106)

**Extract 7**

- L : *We are not studying question tag. Is it true or false?*  
 Ss : *False!*  
 L : *So we confirm the truth or we object the truth?*  
 Ss : *Confirm*

(Appendix 5, page 113)

Based on the extract above, the statement “*For example I'm not sure whether this is Iqbal or not, I can ask him. You are Iqbal, aren't you?*” indicated that the lecturer use analogy as a part of her teaching process or familiar example

related to the situation of the class. The use of analogy or familiar example is useful to make the students easier to understand. It can be seen also from the **extract 7** “*We are not studying question tag. Is it true or false?*” that the lecturer creates example based on the situation since they were actually studying about question tag at that time.

The data gained from the students’ interview also support the preceding data which show that the lecturer used explanations in her teaching process. The researcher asked several students some questions related to the lecturer’s teaching style. For the purpose of the informants’ privacy, so the researcher will display the *pseudonym*/the *unreal* name for each informant. The comments can be seen in the following extract:

**Extract 8**

Tina : *Bagus, karena ee... apa. Ketika dia mengajarkan ee.. sebuah materi, dia **menjelaskan** terlebih dahulu, memberi contoh, baru memberikan tugas.*  
*[It’s good, because ee.. when she teaches a subject, she **explains** it first, gives example and then gives tasks.]*

(Appendix 4, page 75)

Based on the extract above, Tina revealed that the way the lecturer teaches is to give explanation at first, and then give examples and tasks.

**Extract 9**

Aisyah : ...**Menjelaskan** tapi nanti siswa yang... bisa juga bertanya...  
...Iya, terus tiap menjelaskan materi pasti ada contohnya.

*[By **explaining** the lesson but the students also get chances to ask...] [... and every time she explains the lesson, there will always be an example for it]*

(Appendix 4, page 84)

The interview with Aisyah also reveals that the lecturer explains the material when teaching and there will be some examples for each the material. She also reveals that the students are allowed to propose a question related to the materials.

**Extract 10**

Nisa : The way she teaches is by using **explanation**. After explaining the lesson. She wants to prove whether the students understand or not.]

Interviewer : How?

Nisa : She usually **gives pop quizzes**. Her teaching technique is always **using quiz or game** in unpredictable ways

(Appendix 4, page 84)

The extract above shows that after giving explanation, the lecturer wants to prove whether the students understand the material by applying some techniques such as quizzes or games. It means that the lecturer has modified her teaching style with those strategies or techniques.

The other information perceived by the students that proves the teaching style which is explaining and exemplifying are the way the lecturer teach also can be identified in the following extracts:

**Extract 11**

Nirma: *Bagus kak. Kayak **menjelaskan** dulu di papan tulis. Baru terkadang juga dikasi contoh. Terus contohnya itu tidak berpatokan dengan yang di buku. Jadi kita bisa bandingkan antara yang di buku dengan yang dijelaskan.. jadi dia kayak nakembangkan.. kreatif begitu kak.*

*[It's good. She **explains** on the board first. Sometimes she gives examples. The example doesn't stick to the one on the book. So we can compare them. So she make improvisation... creative if I may say.]*

(Appendix 4, page 93)

**Extract 12**

Dhani: *Cara mengajarnya bagus karena tegas. Kalo misalnya menjelaskan, terus ada teman yang masih bingung, dia tidak tanya mengerti atau tidak, tapi langsung menjelaskan ji lagi. Dia mengerti begitu bilang ini anak bingung, jadi dia kasih contoh lain,, bilang begini saja,, atau bagaimana kalo begini... jadi kita tambah mengerti begitu. Dia maunya itu mahasiswa harus tahu semua, tanpa dia bertanya begitu. Mungkin dia berpikirnya mahasiswa ada yang malu-malu bertanya jadi **dia langsung jelaskan secara detail begitu.***

*[The way she teach is good because she is assertive. If she explained and she found some of the students seemed confused, she did not asked whether they understand or not, she will directly **reiterate the explanation**. She knows when the students are confused. So **she gives another example**. She wants all the students to understand the lesson, without her asking them. She probably knows that there are some students who feel shy to ask so **she immediately explain the lesson in detail.**]*

(Appendix 4, page 91)

The data from the students' interview revealed that the lecturer mostly emphasized the explanation and provided some examples in teaching. However, the lecturer also made variations or applied strategies to measure the students' achievement and to build their motivation by applying *questioning techniques and pop quizzes* as mentioned in **extract 10**.

To support the previous data, the researcher made the transcription from video recording. It can be identified from the extract below:

**Extract 13**

*Here the lecturer taught each point of the materials by giving examples and every given example was written on the board. Based on the examples, she explained concept and showed how the students should use the concept of the given materials. . Then she also asked some students to give an example and asked them to write it on the board. She also used more **questioning strategies** to measure and explore the students' knowledge and to encourage the students to be more active.*

(Appendix 6, page 121)

b. Formal Authority

Another teaching style found from the recording and observation is Formal Authority type. The lecturer commanded and provided very clear guidelines of how the students should complete the task. It can be identified from the extract as follows:

**Extract 14**

*L : Okay! For the first, **I'll give you..around.. three minutes, okay?** Three until five minutes to ask your friend about.. aeemmm.. his or her best experience.. using this. For example you ask how many jalangkote did you eat ask last night? Or Aaa.. What time did you wake up? For example.. about fifteen minutes. **Then I'll ask you one by one..some of you.***

*Ss : <X words X>*

(Appendix 5, page 102)

**Extract 15**

- L : *So, I want you to make a record of this conversation. So, record yourself with your partner..okay? Record your conversation and give it to me. Please make it in one file in a flash disk. In one recording, put the number of the members, ok? For example 'two' and 'ten', we read 'two-ten'.*
- Ss : *Kapan terakhir.. kapan kumpulnya mem?*

(Appendix 5, page 102)

**Extract 16**

- L : *Do it in pair. So, you will submit in one file only..ok? and your assignment, first recording and the second is questions. Okay?*
- Ss : *Yes*

(Appendix 5, page 103)

Based on the data above, it can be identified from the **extract 14** that the statements “*I’ll give you..around.. three minutes, okay?*” and “*Then I’ll ask you one by one..some of you*” indicate that lecturer controlled the process and the flow of the class activities. While the statements in **extract 15** “*I want you to make a record.., Record your conversation and give it to me*” and the utterance “*Do it in pair*” in **extract 16** show the way the lecturer commanded and explained to the students what to do and how they should do the task in the teaching process. It indicates that the lecturer has a role to establish the learning goals and the rules in the class. It also indicates that the lecturer still has the highest authority in the class and shows that she is in charge in the learning process.



c. Facilitator type

The next teaching style applied by the lecturer is facilitator type. It is a student-centered approach. Here the lecturer asked the students to work in pair. It allowed the students to do interaction each other and also allowed the students to practice the processes for applying course content. It can be seen as the following quotes:

**Extract 17**

*L : Now, **I want you to choose a partner. Choose a partner!***  
*Ss : <X words X>*  
*L :Choose a partner. Ayoo, come on! Sudah? Sudah? Choose a partner?*  
*S : Yes*

(Appendix 5, page 102)

**Extract 18**

*L : **I want you to make a conversation, with your friends.** Aa..  
jadi kamu harus tau dulu ya gimana cara menjawabnya?*  
*Ss : Yes.. <X words X>*

(Appendix 5, page 111)

The statements “**I want you to choose a partner**” in the **extract 17** above shows that the lecturer let the students work in pair group and have conversation one another. So as it is shown in **extract 18** “**I want you to make a conversation,**

*with your friends*” indicates the lecturer designed group activities which require active learning or student-to-student collaboration. It indicates that the lecturer allows the students to be more active in the class by using communicative approach. Since the lesson she taught was *Structure* subject, it seems that the lecturer still believes that learning process may happen when the students learn by doing or practicing in group rather than only doing the tasks by their own.

d. Other teaching strategies

Related to the lecturer’s teaching style, the researcher also found from the audio recording that the lecturer put *humour* as the part of her teaching style. The lecturer brought humours or jokes into the classroom to create fun learning situation. It can be identified from the extracts below:

**Extract 19**

L : *Bisa ya? What is this?*  
 Ss : *Marker!*  
 L : *A spidol [spaidel]*  
 Ss : *[laughing]*

(Appendix 5, page 100)

In the **extract 19**, the lecturer pronounced the word *a spidol* which means *a marker* with *[spaidel]* purposefully. It might sound so funny to the students that they laughed when they heard it.

**Extract 20**

L : *Oke.. I have a question. Es buah itu.. you drink or you eat?*  
 Ss : *Makan mem.. Makan sambil minum mem.*  
 L : *Yang makan es buah langsung ditelan?*  
 Ss : *[laughing]*

(Appendix 5, page 102)

Then in the **extract 20** the lecturer purposefully created a joke by asking a question “*Es buah itu.. you drink or you eat?*”. The question was not the part of the lesson but only as the ice breaker that allowed the students to be more relax in learning. Another example can be seen in the extract below.

**Extract 21**

- L : Okay, jawabannya kan yes no yes no.. oke sekarang.. Amir...  
 Amiir pergi ke pasar. (Chuckling)*
- Ss : (laughing)...*
- L : Okay, sekarang kita balik (the sentence). Amir doesn't go to the market, does he? Amir tidak pergi kepasar kan?*
- Ss : Yes*
- L : Sekarang Sarimin yang pergi.*
- Ss : (laughing)*

(Appendix 5, page 112)

The extract above shows that the lecturer gave an example by including one of the students' name *Amir* then followed by the statement “**Amir goes to the market**” which sounded funny by the students. The utterance “*Sekarang Sarimin yang pergi*” or “*Sarimin goes to the market*” also sounded funny for the students since the name *Sarimin* has been widely known as the name of monkey circus in Indonesia. It indicates from the extracts above that the use of humours or jokes becomes the part of the lecturer's teaching variations which create fun learning situation.

## 2. The type of personality traits possessed by the lecturer at Muhammadiyah University of Makassar.

Based on the interview conducted by the researcher, it was found that the type of personality traits owned by the lecturer as the subject of the research is in *extroversion* category. Some of the criteria for the lecturer's personality traits mentioned by the students in interview are being friendly/outgoing, assertive, enthusiastic, and communicative.

### a. Friendly/outgoing

When being asked about the personality of the subject lecturer, most of the informants answered the question with a word *friendly* which is one of the sub-category of *extraversion* personality. It is shown in the following extract:

#### Extract 22

*Interviewer : So, what makes you interested in learning?*  
*Tina : Ee.. she is **friendly**...*  
*Interviewer : Oo friendly...?*  
*Tina : Yes, and she always motivates us.*

(Appendix 4, page 76)

#### Extract 23

*Interviewer : Aa... Ok, related to her personality? She...*  
*Indah : Yaaa she... **she is friendly, very friendly.***  
*Interviewer : For example?*  
*Indah : For example.. If we meet her... and we say "hai Mem" she will say hay too... she will respond. In the class, for example... "hey my students, good morning... you looks beautiful today."*

(Appendix 4, page 81)

Based on the extracts above, both Tina and Indah stated that the lecturer is friendly. As Indah said, the lecturer always greets the students and gives them compliments. The other statements can be identified from the following extract:

#### Extract 24

*Interviewer : Ok, so could you describe her personality?*

*Aisyah : Her personality... ee **friendly**... **welcome** to her students...*

(Appendix 4, page 87)

#### Extract 25

*Interviewer: Jadi kalo mau digambarkan hubungan beliau dengan mahasiswanya bagaimana?*

*[So could you describe the relation she has with her students?]*

*Nisa: Dekat, dekat sekali. Kayak teman begitu kak. Terus dia juga kayak welcome sama kita. Kalo dikelas, sebagai dosen dan mahasiswanya. Tapi kalo diluar mi toh kak, kayak kakak ta mi. Kalo ketemuki, dipeluk apa begitu.*

*[We are so close, like a friend. She is also “welcome” to us. In the class, the relation is as the lecture and the students. But when out of the classroom, she is like our sister. When we meet, she gives us a hug]*

(Appendix 4, page 89)

#### Extract 26

*Nirma : Iya kak. Terus itu mem santai orangnya. Bisa diajaak... kayak teman begitu. Kayak itu hari, kan selesai mengajar, tapi pas ketemu di jalan woo..langsung kayak.. mem..meem... jadi kayak teman. Bagaimana dih kak, **ramah begitu**, murah senyum.*

*[Yes. And then, She is easy going person. She could be...like our friend. Like in one day, after she finished teaching, when we met her outside, woo... it seemed like.. “mem..meem” so.. like a friend. How to say that, she’s **friendly**, always smiles.]*

(Appendix 4, page 94)

Based on the extracts above, the students perceived that the relation between the lecturer and the students is so close that make them interested in learning. The lecturer's friendly/outgoing personality helps them to be comfortable in learning.

The data of the lecturer's personality type were also supported by the transcriptions from the researcher's observation in the field. It can be identified from the extract below

**Extract 27**

*When the class was over, she left the class. While she was walking, some students from another class suddenly called her and asked about assignment they did. It seemed they found difficulties with it. So she stayed for a while to explain it to the students. She sat on a chair in front of the class while the students stayed around her to listen.*

(Appendix 6, page 122)

The extracts above was taken from the field notes or the researcher's observation after observing the teaching process. The researcher found that the relation between the lecturer and the students was so close that the students feel free to ask and to express their thoughts and feelings whenever they met the lecturer.

b. Assertive

The next personality trait obtained from the students' interview is assertive personality. It is also one of the parts of extraversion personality traits. It is shown in the extract below.

**Extract 28**

*Interviewer : Enthusiastic in teaching... what else?  
Tina : she is **quite assertive**.  
Interviewer : Oo assertive... ee why did you say so?  
Tina : If we come late for example... we are not allowed to join the class...*

(Appendix 4, page 78)

**Extract 29**

*Interviewer : Oo iya... then, what else?*  
*Indah : Yaa... **very assertive**...*  
*Interviewer : For example?*  
*Indah : Ee... If we have assignment to submit at ten o'clock, we must submit it on time...*

(Appendix 4, page 82)

The extracts above show that both Tina and Indah reveals that the lecturer has assertive personality. The personality is identified from how the lecturer deals with the students' attendance and the students' assignment.

**Extract 30**

*Interviewer : Oo.. easier to understand... Ok, what she said is clear... well, what else?*  
*Aisyah : Ee.. She is **assertive**.*  
*Interviewer : Assertive? For instance?*  
*Aisyah : Ee for example... our class starts at ten, and she has already been in the class... so if someone comes late, **she or he will not be allowed to come in**.*

(Appendix 4, page 85)

**Extract 31**

*Interviewer : Bagaimana sikapnya kalau misalnya mahasiswa yang ribut-ribut atau tidak memperhatikan dikelas?*

*[How is her reaction when the students get too noisy or they don't pay attention in the class?]*

*Nirma : Mm.. kalo ada salahta toh kak, langsung bilang "begini, ini tidak boleh begini," pokoknya..tegas, tapi tegasnya itu kayak baik.karena ada juga dosen yang tegas tapi kayak waaa..serem deh.*

*[Mm.. If we do some mistakes, **she will just directly say "like this.. you couldn't do like this", she is quiet assertive, but in a good way. Because there are some lecturers who are assertive either but they seem waa... frightening.]***

(Appendix 4, page 95)

**Extract 32**

Dhani : ...ada waktunya untuk bercanda ada waktu untuk serius. Kalo misalnya ada yang main-main atau ribut dibelakang dia biasanya menegur secara halus begitu...

*[...There is a time for joking, there is a time for being serious. If some students make a joke of get noisy at the back, **she usually scolds them in indirect manner...**]*

(Appendix 4, page 92)

The lecturer assertive personality is also identified from the way the lecturer deals with the students' misbehavior. As Nirma and Dhani perceived, the lecturer warns the students and scolds them directly but still in appropriate manner so that the students do not feel any intimidation.

The data from the extract above shows that the lecturer owns assertive personal characteristic that she showed in her teaching process. It indicated that this personality trait has a role to establish the situation and the rule of the class.

c. Enthusiastic

Based on the data obtained from students' interview, the next category of *extraversion* type, being enthusiastic, was also perceived by the students from the lecturer as the subject of the research. It is shown from the following extract.

**Extract 33**

Interviewer : Besides, What things do you like when she taught you?

Dhani : Ee.. She is **enthusiastic**.

Interviewer : enthusiastic... How do you know that she is enthusiastic?

Dhani : Because every time she teaches us she always looks cheerful...

(Appendix 4, page 92)



**Extract 34**

*Aisyah : Ee she has a good teaching style because she is cheerful, she is... **enthusiastic.***  
*Interviewer : Enthusiastic?*  
*Aisyah : Yes.. Every time she gets in the class **she always looks cheerful...** So the students also get excited to join the class.*

(Appendix 4, page 85)

**Extract 35**

*Interviewer : Kalau menurut anda keperibadiannya bagaimana?*  
*[In your point of view, how is her personality?]*  
*Dhani : Kalau dikelas itu kak dia, kayak semangat. Bergairah untuk mengajar.*  
***[In the class, she is very excited. Being passionate in teaching]***

(Appendix 4, page 91)

Based on the extracts above, both Aisyah and Dhani perceive that the lecturer has enthusiasm in teaching. Both of them agree that when the lecturer teaches, she always looks cheerful and gets excited to teach.

**Extract 36**

*Nisa : ...jarang juga absent. Tidak mau sekali menyia-nyiakan waktu begitu kak. Biasa ada dosen, kadang masuk kadang tidak. Tapi kalau dia toh, kalo misalnya ndak masuk ki hari ini cari ki hari lain supaya tidak kosong begitu.*  
*[...she is rarely absent. **She really does not waste the time.** Sometimes we find lecturers who are present in one day and absent in another day. If we missed the class today (the lecturer unable to come), **she will try to find another day to change the meeting]***

(Appendix 4, page 89)

From the extract above, being enthusiastic is one of personality traits shown by the subject lecturer when teaching the class. It indicates that the lecturer has *passion* in teaching which is necessary to give positive mood that influences the students' motivation in learning.

### 3. The students' perception toward the lecturer's teaching style and personality traits at Muhammadiyah University of Makassar.

Based on the interview, the students stated positive perception toward the lecturer's teaching style and personality traits which are necessary in effective teaching and learning process for the students. Those perceptions were categorized into some points such as; *being comfortable in learning, being excited/passionate, and being more discipline.*

#### a. Being comfortable in learning

Being comfortable in learning is necessary to achieve positive learning process. The results of the interview indicated that the lecturer's teaching style and personality created positive relation and learning situation toward the students. It can be seen from the extract as follows:

#### **Extract 37**

Tina : ...*Ee supaya mahasiswa lebih ee lebih **nyaman** dalam belajar...*  
 ... *Baru...ee tidak tak... ee tidak takut bertanya karena dosennya ramah.*  
 [...so that the students are **more comfortable** in learning... and they are not afraid of asking (questions) because the lecturer is friendly.]

(Appendix 4, page 77)

**Extract 38**

Aisyah : *Suka, karena kita juga tahu ee tentang dia...terus belajar dari pengalaman-pengalamannya dia.. terus kita juga **tidak segan kalo mau bertanya.***

*[We like it. Because we also know about her...we learn from her experiences, and **we don't hesitate to ask questions**]*

(Appendix 4, page 87)

**Extract 39**

Nisa : *Kalo menurutku bagus kak karena dapat chemistrynya dengan mahasiswa. Kalo misalnya dosennya kayak cuek, baru sombong, kyk tegas-tegas aneh begitu toh kak jadi kita juga takut. Coba misalnya kalo dia jadikan kita teman, kita juga enak, tidak sungkan bertanya, toh kak baru.. ee.. itu belajar ta jg kayak santai, tidak terlalu tegang.*

*[In my opinion, it is good because she build the 'chemistry' to the students. If the lecturers are ignorant and arrogant, we will feel afraid of them. If they make us as a friend, **we will feel comfortable and we don't feel any hesitation to ask a question.** We have relaxed learning situation and we don't feel any tense.]*

(Appendix 4, page 89)

The students perceived that they enjoy and feel more comfortable in learning. As Nisa stated, when the lecturers are ignorant, they feel discomfort in learning. They are afraid to participate or to be active in learning process. So they have positive perception towards the lecturer who can create relaxed learning situation. The same perception is also presented in extract 40 below.

**Extract 40**

Nirma : *Iii menurut ku bagus kalo kayak begitu kak karena kita mahasiswanya kayak tidak terlalu tegang begitu. Ada apa-apa yang bisa disampaikan itu bisa langsung disampaikan.*

*[In my point of view, **it's good because we don't get too tense.** We could directly express the things that we need to express.]*

(Appendix 4 page 94)

The extracts above shows that most students have the same perception towards the lecturer's teaching style and personality. When the lecturers have an outgoing personality traits in their teaching process, they feel comfortable and free to express their thoughts. In the other hand, as perceived by Nisa and Aisyah, the students will feel discomfort, scared and hesitate when the lecturers are too assertive, ignorant or arrogant in their teaching process.

b. Being excited/passionate

Based on the interview, the students stated that they get more exited and motivated in learning English based on the teaching style and personality traits owned by the lecturer. It can be seen from the extracts as follows:

**Extract 41**

Aisyah : Iyaa.. setiap masuk kelas pasti langsung ceria jadi siswa juga langsung merasa ee **semangat** untuk mengikuti pelajaran...  
[Yes, every time she teaches our class she looks cheerful. So we, the students, also **feel excited** in learning.]

(Appendix 4, page 85)

**Extract 42**

Nisa : Menurut saya bagus karena kita **tidak jenuh** belajar. Selalu ada kejutan-kejutannya disitu kayak games. Kalo dosennya terlalu flat baru misalnya acuh tak acuh mengajar jadi kita juga malas buat belajar.

*[I think it is good because we **are not bored** in learning. There are always surprises like games. If the lecturers are too flat and less enthusiasm in teaching, we will also feel lazy to study]*

(Appendix 4, page 89)

**Extract 43**

Nirma : *Terus bagusnya juga misalnya pertemuan pertama kita belajar ini, pertemuan selanjutnya pasti ada kuis jadi kita pasti belajar. Kayak ada motivasi tersendiri.*

*[The good thing is that for example we learn some materials at the first meeting, then there will be a quiz at the next meeting. So it becomes our motivation to learn]*

(Appendix 4 page 94)

The extracts above shows that the students get excited and motivated from the way the lecturer taught by using various teaching strategies such as games and pop quiz. As Nisa perceived that teaching without any modifications or strategies (monotonous) will cause the students to get bored or less interested in learning.

The other findings that show the students perceptions can be seen as follows:

**Extract 44**

Nirma : ... Terus kalo ngajar pokoknya semangat begitu jadi kita juga yang diajar ikut semangat.

*[... then when she teaches, she gets so excited. So we as the students also will **get excited** in learning.]*

(Appendix 4, page 95)

**Extract 45**

Indah : Karena kita lebih... kita lebih anu... ee **semangat**... semangat untuk ee belajar kalo ee dosennya begitu.

*[Because we get **more excited** to learn if the lecturers are so (enthusiastic)]*

(Appendix 4, page 82)

Based on the extracts above, the way the lecturers teach as well as bring their own positive personality traits such as being enthusiastic in teaching process is necessary. It will be helpful to get the students' interest in learning and to keep the students being excited and motivated in learning English.

c. Being more discipline

Based on the interview, possessing assertive personality is necessary for the lecturers in their teaching process. The positive perceptions can be seen in the following extracts:

**Extract 46**

Aisyah : Karena kan itu melatih siswa untuk **disiplin**  
[It trains the students to be **discipline**]

(Appendix 4, page 85)

**Extract 47**

Nisa : Sebenarnya kalo tegas toh kak, kalo dosen perlu itu mhasiswanya tidak *patoa-toai*, supaya **lebih disiplin**.  
*Mm..bagus sebenarnya kalo tegas kak.*

[Actually, it is necessary for the lecturer to be assertive so that the students could learn to be **more discipline**. So, it is important to have assertive personality]

(Appendix 4, page 90)

Based on the extracts above, the way the lecturer teaches by showing assertive personality will be necessary to train the students to be more discipline. It is required to keep the conducive learning situation, to maintain the rule of the class, or to control the students' attitude so that it can create positive learning environment and achieve the objectives of the class.

## **B. Discussions**

The main research objective of this study is about the students' perception towards the lecturer's teaching style and personality traits at Muhammadiyah University of Makassar. Then the researcher formulated three research questions; 1) the types of lecturer's teaching style, 2) the types of lecturer's personal traits, and 3) the students' perception towards the lecturer's teaching styles and personality traits. The researcher gives further interpretation and discussion as follows:

### **1. The types of teaching style used by the lecturer.**

#### **a. Teaching Style (Grasha's Theory)**

Based on the findings of this research, it reveals that the lecturer applies more than one teaching styles. It is in line with Grasha (1996) who emphasizes that almost every teacher possesses each of the five teaching styles to varying degrees. However, the researcher found that the teaching style applied dominantly by the lecturer is Expert style. In every meetings, the lecturer teaches the students by emphasizing the explanation and provides some examples in order to make the students understand and to encourage the students to be more active in the class.

She acts as the storehouse of knowledge who dispenses the fact, principles, and concepts.

The other teaching style found is Formal Authority. This teaching type shows how the lecturer command and assign the students to do the task. It indicates that the lecturer has a goal and has responsible and power to determine the flow of the class. It also delivers a message to the students that she is in charge and has the higher status in the classroom. In the other hand, the facilitator types, getting the students to work in pair group and to have conversation in groups, indicates that the lecturer also believes in approach that allows the students to learn by doing and to be more active in the classroom. Based on the findings, the researcher concludes that the way the lecturer or the teacher teach is not supposed to be restricted with only one teaching style. By considering the class diversity, the teaching styles may be *blended* depends on the need or the situation of the class. Combining teaching styles will enable lecturers to adjust their styles to the student needs and appropriate subject matter.

b. Other strategies or variations.

Beside the teaching styles from Grasha's theory, another finding of this research which was gained from the recording and observation reveals that the lecturer also brings humors or jokes as the part of her teaching process. Teaching variation such as using humor is beneficial to prevent the students from saturation pressure due to the long learning time. The use of humour is also very useful as the ice breaker for difficult learning situation and may help to build positive relation or interaction between the lecturers and the students. Based on the students' interview,



it reveals also that the lecturer applies strategies such as giving games and pop quiz that motivate the students and courage them to do better in learning. Modifying teaching style by applying some strategies is vital since the students have varying degree of motivation and need in learning. This *blended* style follows integrated approach that blends the lecturers' or teachers' personality and interests with students need.

In line with Fischer and Fischer (1979:245-254) who stated that the teaching style of an instructor might persist even when he or she uses several different teaching techniques and methods, the researcher concludes that the dominant teaching style used by the lecturer is expert style in which explaining and exemplifying is the significant part of the way she teaches in every class session though she applies more than one teaching styles and uses some strategies or variations such as questioning, pop quizzing and using humours as the part of her teaching style. The lecturer, in every session of the class, acts and has a role as the knowledge provider who provides principles and concepts of the materials to the students.

## **2. The types of personality traits used by the lecturer.**

The research on lecturer's personality, as well as lecturer's teaching style, is based on the assumption that the teacher or lecturer as a person is a significant figure in teaching and learning process. Based on the findings from students' interview, the type of personality traits that the lecturer shows to the class is *Extraversion* personality trait. The indicators of the *Extraversion* personality that

the students perceived based the interview are *outgoing (friendly)*, *passionate (enthusiastic)*, and *emphatic (assertive)*.

This *Extraversion type* was identified from the way the lecturer interacted with the students whether it was in the teaching process or out of the classroom when the class was over. The lecturer also built a positive relation to the students that made them feel so close and comfortable to her. In the teaching process, the lecturer was quite *enthusiastic* in delivering the materials. She came with full of energy and looked so passionate and excited in every session of the class. Based on the students' interview, she is a person who uses the time efficiently to teach which means that she loves her job. It also revealed that she was quite *assertive* in controlling the class such as dealing with the students' attendance, the students' task deadline, or the students' attitude in the class. So it indicates that this personality trait has a role to establish the situation and the rule of the class.

### **3. The students' perception towards the lecturer's teaching personality**

It has been discussed in the previous chapter that both teachers' teaching style and personality play important roles in teaching and learning process. Based on the findings of the research, the students stated some perceptions related to the lecturer's teaching personality. Those perceptions are:

#### **a. Being comfortable in learning**

Based on the findings, It reveals that the way the lecturer taught and showed the teaching personality allowed the students to be comfortable in learning. When

they feel comfortable, it helps them to be more active in the class. They feel free to express their thoughts without being afraid of making mistakes. It allows them to get rid of their anxiety since every students have varying degree of it when they are learning. So it is expected for the lecturers to pay attention on their teaching personality since being comfortable in learning is necessary to achieve positive learning outcomes. It will determine how the students act or perform in the class.

b. Being excited/motivated

It was identified also from the students perceptions that the way the lecturers teach as well as show their own positive personality traits such as being enthusiastic will be helpful to get the their interest in learning and to keep the students being excited and motivated in learning English. When the lecturer show high enthusiasm in teaching, it will affect the students' mood. The higher the lecturer enthusiasm in teaching, the higher the student's motivation in learning, and *vice versa*. Not only the personality, but the various teaching styles or teaching modifications are also said can get the students' interest. The use of various techniques such as questioning and pop quiz is useful to promote the students' motivation in learning.

c. Being more discipline.

Based on the findings, the lecturer shows assertive teaching personality in conducting the class. It is expected by the students that the lecturers possessed this personality since it trains the students to be more discipline. The students stated that when the lecturers are less assertive, it is possible for the students to

show their misbehavior in the class. So the lecturers teaching personality also has contribution as controlling function such as dealing with the students' attendance, the students' task deadline, or the students' attitude in the class.

As having been discussed above, the successful use of a lecturer's teaching style and personality is crucial in conducting instructional activities. Personality aids teaching, for communication takes place between the teacher and the learner. As Callahan (1996) stated that the teacher or instructor whose personality helps to create and preserve a classroom or learning environment in which students feel contented and provoked to learn is said to have an enviable teaching personality.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research based on the findings and discussions of the findings, and suggestion regarding with the conclusion.

#### A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher concludes:

1. The result of the findings indicates that the dominant teaching style used by the lecturer is *expert type* in which explaining and exemplifying is the significant part of the way she teaches in every class session though she applied more than one teaching styles such as *formal authority* and *facilitator type*. While the other teaching styles such as *personal type* and *delegator type* were not found in this research.

It also reveals that the lecturer applies some strategies and variations in teaching such as questioning, pop quizzing and using humors that prove to be effective to increase the students motivation. The findings prove that the teaching styles may be *blended* or vary based on the situation of the class or the appropriate subject.

2. Based on the interview, the sub-categories of personality traits that the students perceived from the lecturer are *outgoing (friendly)*, *passionate (enthusiastic)*, and *emphatic (assertive)*. So the researcher concludes that the type of

personality traits possessed by the lecturer is *Extraversion* personality which is useful to build positive relation with the students.

3. According to the students' perception towards their lecturer's teaching style and personality traits, it reveals that they feel comfortable in learning when the lecturers have an outgoing personality. The students also get more excited and motivated when the lecturers show enthusiasm and teach with various kinds of teaching strategies such as games and pop quizzes. It also trains them to be more discipline when the lecturer show assertive personality in teaching process.

### **B. Suggestions**

1. The students feel more excited and motivated to learn when the lecturers teach in various ways of teaching. So the English teachers or lecturers are expected not to teach monotonously and are expected to modify their teaching style by using various teaching methods or strategies.
2. It is expected that the lecturers are more aware of their teaching style and personality in order to create learning environment in which students feel comfortable and provoked to learn.
3. For the next researcher who will conduct the current topic, it is suggested to do the research deeper and involved more participants in order to investigate other teaching styles and personality traits.

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# Appendices



## Appendix 1

### Observation Checklist for the Lecturers' Teaching Styles

| Aspects are being observed      |                  | Indicators   | The existence |    | Note |
|---------------------------------|------------------|--|---------------|----|------|
|                                 |                  |  | Yes           | No |      |
| Guidelines for teaching styles: | Expert           | 1. Lecturing is a significant part of how the lecturers teach each of the class sessions.  |               |    |      |
|                                 |                  | 2. The lecturers act as a "storehouse of knowledge" who dispenses the fact, principles, and concepts.                                    |               |    |      |
|                                 |                  | 3. Ensuring that the students are well prepared for further work   |               |    |      |
|                                 | Formal Authority | 1. Setting high standards for students in the class  |               |    |      |
|                                 |                  | 2. Giving students positive and negative feedback.   |               |    |      |
|                                 |                  | 3. Providing very clear guidelines for how I want tasks completed in this course   |               |    |      |
|                                 | Personal Model   | 1. Typically showing students how and what to do in order to master course content and how they can use various principles and concepts. |               |    |      |
|                                 |                  | 2. Examples from personal experiences are often used to illustrate points about the material   |               |    |      |
|                                 |                  | 3. Students receive frequent verbal and/or written comments on their performance   |               |    |      |
|                                 | Facilitator      | 1. Small group discussions are employed to help students develop their ability to think critically.                                      |               |    |      |

|  |           |   |  |  |  |
|--|-----------|---|--|--|--|
|  |           | 2. Course activities encourage students to take initiative and responsibility for their learning explanation              |  |  |  |
|  |           | 3. Giving students a lot of personal support and encouragement to do well in this course                                  |  |  |  |
|  | Delegator | 1. Students take responsibility for teaching part of the class sessions   |  |  |  |
|  |           | 2. The teaching approach is similar to a manager of a work group who delegates tasks and responsibilities to subordinates |  |  |  |
|  |           | 3. Students typically work on course projects alone with little supervision.  |  |  |  |

(Adapted from: Grasha's Teaching Style Inventory, 1996)

## Appendix 2.

### Observation Checklist for the Lecturers' Personality traits

| Aspects are being observed         |                   | Indicators   | The existence |    | Note |
|------------------------------------|-------------------|--|---------------|----|------|
|                                    |                   |  | Yes           | No |      |
| Guidelines for Personality traits: | Extraversion      | 1. Outgoing, sociable and talkative                                |               |    |      |
|                                    |                   | 2. Generates a lot of enthusiasm and energy                        |               |    |      |
|                                    |                   | 3. Has an assertive personality                                    |               |    |      |
|                                    | Agreeableness     | 1. Has a forgiving nature  |               |    |      |
|                                    |                   | 2. Is generally trusting   |               |    |      |
|                                    |                   | 3. Is considerate and kind to almost everyone                      |               |    |      |
|                                    | Conscientiousness | 1. Does things efficiently   |               |    |      |
|                                    |                   | 2. Makes plans and follows through with them (well organized)      |               |    |      |
|                                    |                   | 3. Does a thorough job   |               |    |      |
|                                    | Neuroticism       | 1. Can be moody  |               |    |      |
|                                    |                   | 2. Can be tense  |               |    |      |
|                                    |                   | 3. Is depressed, blue  |               |    |      |
|                                    | Openness          | 1. Is original, comes up with new ideas                            |               |    |      |
|                                    |                   | 2. Is curious about many different things                          |               |    |      |
|                                    |                   | 3. Likes to reflect, play with ideas and has an active imagination |               |    |      |

(Adapted from: Big Five Inventory, John, 1996)

### **Appendix 3.**

#### **Interview Guide for the Students**

1. Siapa nama lengkap anda?
2. Apakah anda mengenal ibu A? Boleh ceritakan saya tentang beliau?
3. Apa sikap pribadi istimewanya sehingga siswa-siswanya senang dan termotivasi diajar bahasa inggris oleh ibu A?
4. Bagaimana menurut anda dengan sikapnya tersebut? Jelaskan.
5. Bagaimana dia mengajar di kelas? Apa metode atau startegi yang digunakannya?
6. Apakah menurut anda gaya mengajarnya sudah sesuai dengan harapan anda? Jelaskan.
7. Apa harapan anda terkait dengan gaya mengajar dan sikap dosen-dosen anda?

#### Appendix 4.

##### Interview Transcriptions

###### Transcript 1

Interviewed on June 22<sup>nd</sup>, 2016

At Muhammadiyah University of Makassar

Interviewer : Assalamu alaikum warahmatullahi wabarakatuh. Saya Wahyuddin Rauf, mahasiswa pasca sarjana UNM akan mewancarai adek untuk Intervieweran saya di kampus ini. Pertanyaan pertama, siapa nama lengkap adek?

TINA : Martina kak

Interviewer : Nama panggilannya?

TINA : Tina kak

Interviewer: Ok. Emm... Ya. Ee Jadi bagaimana menurut... menurut ee tentang gaya mengajarnya ibu Anna di kelas?

TINA : Bagus, karena ee... apa. Sebelum ee dia me... mengajarkan ee sebuah materi, dia menjelaskan terlebih dahulu, memberi contoh, baru memberikan tugas.

Interviewer: Ee kira-kira ee si yang bersangkutan ini dia... tipe seperti apa? Kalo ngajar. Diskusi ndak? Atau... atau lebih memfasilitasi mahasiswanya tidak atau...

TINA : Bukan diskusi...

Interviewer: Oo bukan diskusi...

TINA : yang anu... dia menjelaskan dulu baru menyuruh mengerjakan tugas...

Interviewer: Oo, kalo misanya menyuruh mengerjakan tugas... biasanya seperti apa caranya?

TINA : ee biasanya dikasih tugas... baru di suruh kumpul...

Interviewer: O biasanya dikasih tugas baru disuruh kumpul gitu... Ok. Kalo misalnya sementara di dalam kelas?

TINA : Kenapa?

Commented [W1]: Expert! Type (Extract 8)

Interviewer: Sementara di... sementara dalam kelas, sementara ngajar... kan menjelaskan dulu, menjelaskan... apakah mahasiswanya aktif? Atau bagaimana?

TINA : Aktif.

Interviewer: O aktif, aktifnya bagaimana itu? Seperti apa?

TINA : Misalnya ee ada materi yang tidak ditau sama mahasiswa tersebut, biasanya mahasiswa itu bertanya.

Interviewer: Emm gitu... ee selain itu, keaktifan mahasiswanya di... dari... bagaimana lagi...di lihat dari apanya lagi? Selain bertanya... apakah ee

TINA : Mengerjakan tugas...

Interviewer: Oo mengerjakan tugas. Apakah mahasiswanya biasa mengerjakan tugas ee di depan kelas gitu?

TINA : Biasa.

Interviewer: O Biasa gitu... Ok... emm apakah dosennya biasa memberikan ini... pujian... atau, dalam mengerjakan tugas misalnya.

TINA : Sering.

Interviewer: O sering gitu ya. Ee apa biasanya... bagaimana biasanya?

TINA : Ee misalnya aa berta... misalnya dengan sering bertanya terus pertanyaanya ee bagus, biasa dipuji sama dosen...

Interviewer: Oo biasa dipuji ya... oke. Biasa... apa yang biasa dia bi...

TINA : Pertanyaannya bagus.

Interviewer: O pertanyaanya bagus ya... Ok. Jadi ee menurut...menurut anda iu bagus tidak?

TINA : Bagus.

Interviewer: Oo bagus ya. Kenapa?

TINA : karena ee bisa ee membuat mahasiswa ee lebih percaya diri.

Interviewer: Oo lebih percaya diri ya... Ok. Kemudian kalo misalnya ee mungkin pekerjaan mahasiswanya mungkin kurang... kurang memuaskan gitu...

TINA : Biasa diam-diam kecewa.

Interviewer: Ya kecewanya bagaimana?

TINA : ee anu dikoreksi sama yang di anu di jelaskan maksudnya seperti ini...

Interviewer: Ooo... dia jelaskan saja ya... Ok. Ee jadi cara... cara mengajarnya itu sudah sesuai dengan harapan... harapannya... harapan ta begitu

TINA : Iya...

Interviewer: Oo... Ok. Ee kira-kira hal-hal lain apa dalam mengajar yang membuat... membuat ee anda tertarik gitu...untuk belajar gitu?

TINA : ee dia ramah...

Interviewer: Oo ramah...



TINA : baru... ee sering memberi motivasi.

Interviewer: O sering memberi motivasi, dia ramah ya... orangnya... Ramahnya di dalam kelas itu seperti apa?

TINA : ee sering... baik sama mahasiswa.

Interviewer: O baik sama mahasiswa, Emm apakah ramahnya itu di dalam kelas saja atau di luar kelas?

TINA : Tidak, di luar kelas juga.

Interviewer: Oo diluar kelas juga... Ok. Kira-kira hubungannya seperti apa begitu? Kalau mau digambarkan hubungan mahasiswa dengan dosennya itu bagaimana?

TINA : Seperti teman.

Interviewer: Oo teman, jadi ee anda tidak sungkan-sungkan ya. Ok. Ee kira-kira menurut anda semua dosen harus seperti itu atau bagaimana?

TINA : Harus.

Interviewer: Harus... Kenapa?

TINA : Ee supaya mahasiswa lebih ee lebih nyaman dalam belajar. Baru...ee tidak tak... ee tidak takut bertanya karena dosennya ramah

Interviewer: Oo lebih nyaman dalam belajar, em hm...

TINA : Misalnya dosen tersebut KILLER...

Interviewer: Em Hm... killer...

TINA : Otomatis mahasiswanya pasti takut.

Interviewer: Otomatis mahasiswanya takut ya... "KILLER" killer maksudnya bagaimana itu killer?

TINA : Sadis...

Interviewer: Sadis, ee suka marah-marah gitu

TINA : banget

Interviewer: Oo

TINA : Galak.

Interviewer: Galak...oo. Jadi mahasiswanya agak ini ya... agak takut...oke, takut berpartisipasi. Hmm... Ok... Eee... ini kepribadiannya ee dosennya ini sering berubah-ubah atau MOODY?

TINA : Ndak.

Interviewer: Ndak ya... Ooo. Ok. Dia biasanya... ini ee... dalam mengajar itu atau di dalam kelas itu dia biasanya merencanakan segala sesuatunya atau tidak atau... atau dia datang dengan hal-hal yang baru mungkin?

TINA : \*^%\$&^&% dia merencanakan.

Interviewer: Oo dia merencanakan @#@\$@%#\$%# ya. Ok. Ee apakah dosennya ini orang yang komunikatif? Artinya komunikatif... agak cerewet lah atau banyak bicara begitu?

TINA : komunikatif.

Commented [W2]: Extraversion (Extract 22)

Commented [W3]: Perception (Extract 37)

Interviewer: Selain itu, hal-hal apa saja yang anda sukai ketika beliau mengajar?

TINA : Mem orangnya **antusias**.

Interviewer: Antusias ya... eee dari mana anda... ini... kenali kalau dia antusias gitu?

TINA : Karena setiap masuk dalam kelas ee dia selalu terlihat ceria...

Commented [W4]: Extraversion

Interviewer: Oo selalu terlihat ceria. Kayak enggak ada masalah ya.

TINA : Iya kak... padahal ada masalahnya.

Interviewer: Antusias dalam mengajar ya... terus?

TINA : orangnya **agak tegas**.

Interviewer: Oo tegas... ee tau dari mana kalau dia tegas?

TINA : Biasanya kalo terlambat atau kah... tidak di kasih masuk...

Commented [W5]: Extraversion (Extract 28)

Interviewer: Wuih... tidak di kasih masuk ya...

TINA : Bisa masuk tapi ALPHA.

Interviewer: Oo bisa masuk tapi alpha...

Interviewer: Ok, Jadi... ee bisa anda simpulkan pendapat anda tentang keperibadian dosen yang mengajar di kelas anda?

TINA : Ee dia **ramah...**

Commented [W6]: Extraversion

Interviewer: Em em ramah... kepada...

TINA : Kepada mahasiswanya...

Interviewer: Ok... Ok... mahasiswanya...

TINA : **Terus disiplin**

Interviewer: O disiplin orangnya ya... Jadi sesuai dengan harapan anda tidak?

TINA : Sesuai.

Interviewer: Eee kira-kira apa dampaknya sama anda?

TINA : Lebih paham tentang mata kuliah structure...

Commented [W7]: Perception

Interviewer: Oo lebih paham tentang mata kuliahnya... ee apa lagi?

TINA : Baru...ee tidak tak... ee tidak takut bertanya karena dosennya ramah

Commented [W8]: Perception

Interviewer: Oo iya jadi lebih aktif gitu ya. Ok. Tidak segan-segan begitu bertanya... Emm... Oke... Sudah ya...itu dulu ya...cukup...Ok. Ee Thank you...

## Transcript 2

Interviewed on June 22<sup>nd</sup>, 2016

At Muhammadiyah University of Makassar

Interviewer : Oke, bisa minta waktunya sebentar. Saya Wahyuddin Rauf, mahasiswa pasca sarjana UNM akan mewancarai adek untuk penelitian saya di kampus ini. Pertanyaan pertama, siapa nama lengkap adek?

INDAH : Nurlinda kak

Interviewer: Oke... ee... menurut... menurut anda ee bagaimana gaya mengajar ibu ini... ibu Anna?

INDAH : Ee sangat baik.

Interviewer: Oo baik...apakah dia menggunakan metode kayak diskusi atau ceramah saja atau bagaimana?

INDAH : Emm... eee... dia itu cara mengajarnya ee jelaskan sudah jelaskan kasih tugas...

Interviewer: Kasih tugas... tugasnya berupa apa biasanya?

INDAH : Tulisan...

Interviewer: Tulisan, tulis dimana?

INDAH : Tulis di buku, sudah ee... ee... misalkan sudah... sudah di #@\$%#@# kita tidak mengerti...langsung saja bertanya...

Interviewer: Langsung bertanya gitu...

INDAH : Iya...

Interviewer: Setelah itu?

INDAH : Di koreksi... ee apa-apa yang... apa-apa yang salah...

Interviewer: Emm... Ok. Jadi dia tidak menggunakan metode ceramah saja ya?

INDAH : Tidak.

Interviewer: Jadi mahasiswanya diajak aktif gitu?

INDAH : Yaa...diajak aktif.

Interviewer: Hmmm...Ok. Kira-kira dia menetapkan standar tinggi dalam ini tidak...mene... ee...ee... standar tinggi ee untuk mahasiswa dalam menyelesaikan tugas-tugas tidak? Standarnya tinggi tidak? Atau..atau mungkin tugas-tugasnya menantang gitu?

INDAH : Tidak

Interviewer: O tidak juga ya... o dia ngerti... ngerti...ee...dia nger...dia ngerti gitu?

INDAH : Iya...iya...

Interviewer: Ngerti kemampuan mahasiswanya...

INDAH : Iya...iya... seperti itu. Ee ataukah begini misalkan ee ada...ada...ada pertanyaannya dia artian ... artiannya... ee... k.. ee... b.. ee bilang ee siapa yang bisa jawab ini kasih kuis segini...misalkan plus 10... siapa-siapa yang bisa jawab kasih plus 10... misalkan tidak bisa lagi kasih plus 20 sampai plus 50 begitu...

Interviewer: Emmm...

INDAH : Supaya ee mahasiswanya aktif, siapa yang mau... siapa yang mau e tambah-tambah nilai.

Interviewer: Ooo begitu... jadi dia...o..o.. dia pake itu ya... strategi itu ya... poin-poin.

INDAH : Iya...

Interviewer: Emm dan poinnya berpengaruh sama nilai nanti...

INDAH : Iya... katanya gitu sih...

Interviewer: Jadi mahasiswa aktif...

INDAH : Iya...

Interviewer: Apakah mahasiswanya aktif karena itu... itu saja atau...

INDAH : Tidaklah... semua dosen pasti aktif, tapi kalau yang ini... yang ini siapa yang tidak mau kalau ada plus 10 nya... siapa yang tidak mau?

Interviewer: Oo gitu ya... emmm... Ok. Tadi ee... ee... dalam... dalam menyelesaikan tugas-tugas misalnya... tugas mahasiswanya memuaskan ee dosennya sering kasih pujian tidak?

INDAH : Yaa...sering...

Interviewer: Ya bagaimana katanya?

INDAH : ee sering...ee tugasmu... tugasmu ini loh tugasmu baik...jadi tugasmu bagus maksudnya... tugasmu bagus dapat... dapat nilai 100 loh begitu

Interviewer: Dan terus apa yang anda rasakan gitu?

INDAH : Ya pasti senenglah kalau ditanya begitu...bilang dapat nilai 100 yaa misalnya bilang waah.... Gitu...

Interviewer: Ok, tapi kalau tugasnya kurang memuaskan?

INDAH : Yaa, pasti kita down lah...kan kita...

Interviewer: Iya...iya... terus e si mam ini responnya bagaimana biasanya?

INDAH : Bilang e belajar ba... belajar baik-baik kalau gak...kalau gak... kalau tidak mengerti bertanya supaya kita bisa... bisa koreksi ee soalmu harus seperti ini... harus ditaruh misalakan to be nya harus ditaruh se...taruh ini...

Interviewer: Oh... iya...

INDAH : Iya...

Interviewer: Ok, jadi setiap pertemuan gitu...

- INDAH : Ya setiap... setiap pertemuan setiap berte... setiap pertemuan pasti begitu.
- Interviewer: Emm, jadi ee cara mengajarnya itu...cara mengajarnya di kelas itu apakah sudah sesuai dengan harapan anda?
- INDAH : Sangat-sangat sesuai... menurut saya. Sangat-sangat sesuai...
- Interviewer: Kenapa anda... ee...
- INDAH : Karena ee tidak semuanya dosen begitu... tidak semuanya dosen ee menjelaskan dulu baru kasih tugas...
- Interviewer: Oo...biasanya bagaimana... ada yang anda dapatkan dosen
- INDAH : Ada begitu... langsung saja diskusi...
- Interviewer: Langsung diskusi
- INDAH : Langsung diskusi begini, naik kelompok ini diskusi...
- Interviewer: Em...hm... itu bagus tidak itu?
- INDAH : Eee... kalau menurut saya sih... gitu-gitu deh... ada... ada baiknya, ada tidaknya... kalau ee... langsung kasih begitu pasti kita... kita...bingung...bingung, harus jelaskan... apa ini... dia tidak... Jadi dia jelaskan dulu baru kasih tugas-tugas...
- Interviewer: Aa...iya... Ok, kalau terkait dengan kepribadiannya? Dia...
- INDAH : Iya...yaaa dia... dia ramahlah...
- Interviewer: Oo...ramah...
- INDAH : Ramah...ramah sekali...
- Interviewer: Ramahnya di dalam kelas atau di luar kelas?
- INDAH : Dua-duanya... di dalam kelas maupun di luar kelas...
- Interviewer: misalnya...?
- INDAH : ... maupun di luar kelas pasti ramah... kalau ketemu... misalkan disapa "hai Mem" pasti bilang haiii... pasti... pasti... dia..dia juga..dia juga respon...
- Interviewer: Oo dia respon gitu ya...Ok, kalau di dalam kelas? Dia ramahnya bagaimana itu?
- INDAH : Ee...contohnya ya... "Hai...siswa-siswa ku, selamat pagi... kalian cantik deh hari ini.."
- Interviewer: Ooo..gitu...
- INDAH : Misalkan kita berpakaian kayak... warna warni...warna warni, contohnya ada biru, ada pink... ee... dia puji bilang...ee "Pakaianmu kayak eskrim loh"
- Interviewer: Oo gitu...
- INDAH : Iya begitu... "kamu cantik pakai pakaian itu"
- Interviewer: Ok...Ok, dosennya itu komunikatif tidak?
- INDAH : Iya...
- Interviewer: Oo... komunikatif... komunikatif gitu ya.. banyak...

Commented [W9]: Extraversion (Extract 23)

Commented [W10]: Extraversion

INDAH : banyak bicara maksud.. ee.. menjelaskan bilang ee begini... begini... begini... harus begini... begini... pokoknya dibilang komunikatiflah....

Interviewer: Ok..Ok.. komunikatif, anda senang gak?

INDAH : Ya... senang banget... senang sekali... kan tidak semuanya dosen begitu, tidak semuanya... ada juga dosen kalo kita ee... kalo ee maksudnya... ada juga dosen tidak... tidak... tidak komunikatif... anu saja e... di kasih begini... ee na jelaskan. Kalo sudah mi najelaskan... kembali mi sama kita... apa.. apa kita tau kang ngi...

Interviewer: Oo iya gitu ya... tidak.. kurang jelas... gitu ya...

INDAH : Iya kurang jelas.

Interviewer: Kalau antusias tidak itu dosennya?

INDAH : Ah...sangat...sangat antusias, kalo ee..ee misalkan...e..misalkan... misalkan ee contohnya misalkan anu nya ee keti nya tidak... tidak nelpn... tidak ee BBM nya tidak...ee.. pasti dia... pasti dia telpon ee keti nya bilang "kita masuk jam segini, kita masuk... misalkan... kita masuk jam sepuluh"

Interviewer: Oo iya... terus apa lagi...?

INDAH : Yaa... **tegas sekali**...

Commented [W11]: Assertive (Extract 29)

Interviewer: Contohnya bagaimana?

INDAH : Ee... kalo ada tugas... ada tugas ee...mau dikumpul jam sepuluh...harus dikumpul jam sepuluh, ndak boleh tidak...

Interviewer: Emm... ya menurut anda dosen ee komunikatif, antusias, tegas gitu... sudah... ee sesuai dengan yang anda harapkan gitu ya...

INDAH : Ya... iya.

Interviewer: Emmm... kenapa?

INDAH : Karena kita lebih... kita lebih anu... sedikit... ee semangat... semangat untuk ee belajar kalo ee dosennya begitu.

Commented [W12]: Perception (Extract 45)

Interviewer: Em hm...Ok. Kemudian dia hampir baik untuk setiap orang ya... sama hampir setiap mahasiswa ya... baiknya..

INDAH : Iya...iya... setiap mahasiswa seperti itu...

Interviewer: Emm... kalo... menurut anda kalo seperti itu bagus tidak itu?

INDAH : Ya... bagus sekali... bagus...bagus...

Interviewer: Kenapa itu... artinya dosen itu harus baik pada setiap mahasiswa ya

INDAH : Iya harus...ee kar... ada juga dosen tidak... tidak... tidak... tidak... ada dos... ada dosen ee tertentu mahasiswa nya na kasih begitu, dia tidak... jadi bagus lah...

Interviewer: Emmm... Ok. Jadi dia sikapnya itu tidak MOODY ya... tidak...

INDAH : Tidak gampang berubah MOOD nya? Ee tidak... ee...tidak

Interviewer: Ok. Jadi bisa anda simpulkan kira-kira... pendapat anda tentang kepribadian dosen... anda? Yang mengajar dikelas anda..

INDAH : ee...kesimpulan saya?

Interviewer: ya...

INDAH : Ya menurut saya sih... semua dosen kah?

Interviewer: Yang bersangkutan...

INDAH : Eee...ee..maksudnya apa dii...? Ee...

Interviewer: Kepribadiannya gimana?

INDAH : Baik...rame...ramah...ramah-ramah begitu...

Interviewer: ramah...

INDAH : ramah... ee cantik juga...

Interviewer: Cantik...Ok, Em orangnya tegas tapi ramah gitu?

INDAH : Iya... tegas tapi ramah

Interviewer: Apakah dosen perlu tegas gitu?

INDAH : Iyah harus... karena kalo dosen tidak tegas pasti mahasiswanya...ee...

Interviewer: Seenaknya gitu?

INDAH : Ya seenaknya... tidak... tidak... tidak mendengarkan apa kata dosennya... jadi ee kalo jadi dosen harus tegas menurut...harus tegas

Interviewer: Harus tegas ya...tegas tapi ramah gitu...

INDAH : Iya

Interviewer: Kalo ramah? Kenapa dia harus ramah?

INDAH : Dari... harus ramah ee harus ramah-ramah karena kalo tidak ramah... ihh pasti dalam hati ta "ihh kenapa ini dosen tidak ramah?"

Interviewer: Apa yang anda rasakan gitu kalau di kelas gitu...? Kalau dosennya KILLER kata dia...

INDAH : Ya kalo killer mah...bee kita takut, misalkan kalo ujian ki... kalo ujian ki ee ujian ee misalkan lirik-lirik "hei jilbab pink... jangan lirik-lirik" jadi kita takut... gak lirik-lirik...

Interviewer: Em takut gitu ya... Em em jadi takut... em aktif di kelas.. ndak ak... kurang aktif gitu?

INDAH : Iya...

Interviewer: Emm...Ok, ya itu aja dulu ya...Ok

Commented [W13]: Extraversion

Commented [W14]: Perception

### Transcript 3

Interviewed on June 22<sup>nd</sup>, 2016

At Muhammadiyah University of Makassar

Interviewer : Oke, AISYAH Wahyuddin Rauf, mahasiswa pasca sarjana UNM akan mewancarai adek untuk penelitian di kampus ini. Boleh tau nama lengkap adek?

AISYAH : Aisyah kak

Interviewer: Aisyah ya... ee.. kenal ibu Anna kan?

AISYAH : Kenal.

Interviewer: Oo iya dia ajar ya. Mata kuliah apa?

AISYAH : Structure...

Interviewer: Structure dua? Menurut dia kalo ngajar itu bagus tidak?

AISYAH : Bagus, santai..

Interviewer: Ooo santai... ee terus bagaimana dia kalo ngajar gitu

AISYAH : Eee... kalo ngajar itu... pokoknya siswanya harus paham

Interviewer: siswanya harus paham... gitu... Ooo... dia lebih banyak menjelaskan atau bagaimana?

AISYAH : Menjelaskan dulu baru terakhir ee yang tidak mengerti biasa langsung bertanya...

Interviewer: O yang tidak mengerti biasa langsung bertanya gitu... Ok, emm... jadi dia tidak pakai metode diskusi gitu?

AISYAH : Ee...tidak.

Interviewer: Oo... ndak... jadi dia menjelaskan saja

AISYAH : Menjelaskan tapi nanti siswa yang... biasa juga bertanya...

Interviewer: Ooo... siswa biasa bertanya gitu ya...

AISYAH : Iya, terus tiap menjelaskan materi pasti ada contohnya.

Interviewer: Tiap materi ada contohnya...Ok, ee kalo misalnya ini pekerjaannya kurang memuaskan mungkin... pekerjaan mahasiswanya mungkin... tugasnya kurang memuaskan dia... ee responnya gimana?

AISYAH : Eee... dikoreksi... ee... nanti salahnya di... di... diperbaiki sama dia...

Interviewer: Ooo... dia biasanya ada yang dia sampaikan mungkin dia?

AISYAH : Ee..itu ee.. kesalahannya dimana... di jelas... di jelaskan harusnya begini...

Commented [W15]: Expert style (Extract 9)



Interviewer: Oo... Dia langsung jelaskan saja ya... Emm... atau dia mungkin langsung bilang “Wah...pekerjaan kamu... gini... gini... gini..” Oh ndak... tapi kalo misalnya tugasnya bagus?

AISYAH : Ee.. tidak... biasanya kalo ada yang bagus itu... dia bagus itu dikasih point A... ee plus 1.

Interviewer: Oo.. dikasih pujian ndak?

AISYAH : Ee.. dikasih...

Interviewer: Em... biasanya bilang apa?

AISYAH : Ee... pekerjaannya sudah bagus

Interviewer: Oo... gitu..Ok, em apakah gaya mengajarnya ini sudah sesuai dengan kebutuhan anda atau... atau harapan anda dikelas?

AISYAH : Sudah sesuai...

Interviewer: Oo Sudah sesuai...

AISYAH : Karena ee siswanya juga bisa termotifasi melalui... ee sama dia.

Interviewer: Oo siswanya termotifasi gitu...Ok, Em...Ok, ee... jadi bisa di simpulkan kira-kira... dia gaya mengajarnya seperti apa?

AISYAH : Ee dia itu gaya mengajarnya bagus karena ceria, orangnya... **antusias** gitu.

Interviewer: Antusias?

AISYAH : Iyaa.. setiap masuk kelas pasti langsung ceria jadi siswa juga langsung **merasa ee semangat** untuk mengikuti pelajaran...

AISYAH : Antusias sekali...

Interviewer: Antusias sekali...Oo..ee... jadi siswanya merasa bagaimana?

AISYAH : Siswanya pasti ee pasti **semangat**... gitu...

Interviewer: Langsung semangat...

AISYAH : Mengikuti pelajaran...

Interviewer: Terus dalam menyampaikan materi gimana?

AISYAH : Uumm.. jelas.. karena orangnya komunikatif.

Interviewer: Oo komunikatif, Ee anda suka tidak dengan dosen yang komunikatif?

AISYAH : Ee.. suka. Karena pasti siswa juga lebih mengerti pelajarannya.

Interviewer: Oo.. lebih mengerti ya...Ok, apa yang disampaikan lebih... lebih jelas gitu? Lebih jelas. Ee..ee terus apa lagi?

AISYAH : Ee.. orangnya **tegas**.

Interviewer: Tegasnya biasanya bagaimana?

AISYAH : Ee misalnya siswanya ee... harus ee.. masuk jam sepuluh, terus dia sudah datang... pasti kalo ada yang terlambat... lewat dari jam sepuluh itu... sudah tidak bisa masuk.

Interviewer: Emm... gitu... tidak bisa masuk ya... tegas orangnya... anda suka... tapi anda suka gitu orang yang tegas gitu?

AISYAH : Suka.

Commented [W16]: Perception

Commented [W17]: Extraversion (Extract 34)

Commented [W18]: Perception (Extract 41)

Commented [W19]: Perception

Commented [W20]: Perception

Commented [W21]: Extraversion (Extract 30)

Interviewer: Tegas ya...

AISYAH : Karena kan itu melatih siswa untuk disiplin

Interviewer: Oo...melatih siswanya untuk disiplin...Ok, dia baik gitu ya...?

AISYAH : Baik. Sekali.

Interviewer: Ee Ramah...

AISYAH : Ramah

Interviewer: Ramah sama...?

AISYAH : Mahasiswanya...

Interviewer: Mahasiswa-mahasiswanya?

AISYAH : Iya.

Interviewer: Ee... di dalam kelas atau atau di luar kelas?

AISYAH : Ee... di dalam kelas sama di luar kelas juga.

Interviewer: Oo... di luar kelas juga...Ok, biasanya di dalam kelas seperti apa dia?

AISYAH : Ee... ceria, terus ee me... kalo pas jam belajarnya itu ee sebagai dosen, tapi kalo di luar jam pelajaran itu sebagai teman...

Interviewer: Oo... sebagai teman gitu ya...eee...Ok, berarti... Ok, kemudian sikapnya itu tidak berubah-berubah begitu...? MOODY...

AISYAH : Tidak.

Interviewer: Emm... ndak.

AISYAH : Setiap masuk pasti langsung ceria..

Interviewer: Oo langsung ceria... anda suka?

AISYAH : Iya.. soalnya kita jadi semangat juga...

Interviewer: Semangat juga...Ok, ee... dia kira-kira apakah orang yang merencanakan segala sesuatunya...dulu, atau... atau... dia datang dengan ide-ide baru atau hal-hal yang baru...

AISYAH : Merencanakan segala sesuatunya. Karena ee... mungkin mempelajari dulu bukunya baru di jelaskan...

Interviewer: Oo... baru di jelaskan gitu ya...Ok, jadi memang sudah... sudah... direncanakan ya... Oh...iya kalo dalam mengajar dia punya target tidak? Ada memang tergetnya? atau dia sampaikan begini "anda harus seperti ini... anda harus begini!"

AISYAH : Mungkin, siswanya ee mengerti karena dia tidak pidah ee... materi kalo siswanya belum.. ada... ada yang belum mengerti.

Interviewer: Oo ndak pindah materi kalo... Ok, Oh..iya tapi... tapi... kelasnya ini sudah... sudah selesai semua ya....?

AISYAH : Selesai.

Interviewer: Oo...sudah...e finalnya sudah?

AISYAH : Sebentar.

Interviewer: Oo... sebentar... dia yang mengawas ya? Atau bukan?

Commented [W22]: Perception (Extract 46)

AISYAH : Ee sudah... sudah kemarin tapi sebentar tinggal tanda tangan, tapi katanya ada soalnya. Ada soal... ada soalnya yang jawab... kalo misalnya nan... di... final pertama itu gagal biasa di coba lagi di final ke dua.

Interviewer: Ooo... ya, jadi kalo final yang pertama gagal yang kemarin...

AISYAH : ee... nanti nilainya di lihat juga yang...

Interviewer: yang ini nanti... Ok, Artinya sudah di kasih remedial memang. Gitu ya?

AISYAH : Ndak, sadari sendiri saja, misalnya merasa kurang... ujiannya silahkan di kerjai.

Interviewer: Ee... tapi yang tidak mau ndak apa-apa?

AISYAH : Ee... ndak tau ka... semaunya saja dia, kalo merasa sudah... ee bagus di final pertama, sudah...

Interviewer: Ok, jadi bisa anda gambarkan ee... kepribadiannya?

AISYAH : Kepribadiannya... ee **ramah... terbuka** sama mahasiswanya...

Interviewer: Oh terbuka...

AISYAH : ... terus #@\$#@\$

Interviewer: Anda suka gitu kalo dosennya terbuka gitu?

AISYAH : Suka, karena kita juga tahu ee tentang dia...terus belajar dari pengalaman-pengalamannya dia.. terus kita juga tidak segan kalo mau bertanya.

Interviewer: Oo begitu ya... dan anda tidak segan-segan gitu ya em... dalam kelas. Anda biasa dapatkan dosen yang ini tidak? Yang... yang bertolak belakang mungkin dengan kepribadian ini?

AISYAH : Ee... sejauh ini ee.. ndak terlalu

Interviewer: ndak ya...

AISYAH : tapi mungkin ada yang kasih tugas terus saja.

Interviewer: Kasih tugas saja terus ya... tanpa menjelaskan gitu... Ok, sudah ya... Makasih...

Commented [W23]: Extraversion (Extract 24)

Commented [W24]: Perception (Extract 38)

#### Transcript 4

Interviewed on June 24<sup>th</sup>, 2016

At Muhammadiyah University of Makassar

Interviewer : Assalamu alaikum warahmatullahi wabarakatuh. Saya Wahyuddin Rauf, mahasiswa pasca sarjana UNM akan mewancarai adek untuk penelitian saya di kampus ini. Pertanyaan pertama, siapa Nama lengkap adek?

NISA : Annisa kak

Interviewer : Nama panggilannya?

NISA : Nisa kak

Interviewer : Klo menurut adek cara mengajar ibu Anna bagaimana?

NISA : Mem Anna sebenarnya bae ji, mudah dimengerti. Dia itu selalu mencari cara bagaimana mahasiswanya mengerti apa yang dia jelaskan. Walaupun misalnya kita sudah mengerti, tapi dia selalu carikan penjelasan yang paling ringan untuk dimengerti.

Interviewer : Biasanya kalo dikelas metode ngajarnya bagaimana?

NISA : Mem itu caranya menjelaskan. Setelah menjelaskan, mau nabuktikan bagaimana itu mahasiswanya.. mengerti atau tidak.

Interviewer : Dengan cara?

NISA : Biasa diberi kuis mendadak. Pokoknya mem itu tekniknya selalu kuis... kuis dengan games yang tidak pernah diduga-duga caranya.

Interviewer : Terus dalam menjelaskan mudah dimengerti atau bagaimana?

NISA : Sebenarnya walaupun mem menjelaskan cuma sekali kita juga sudah mengerti. Cuma kadang kalo dia liat kita begini kadang dia jelaskan ulang. Kalo dia sudah lihat teman ta kayak bingung-bingung sedikit, pasti najelaskan ulang se-detail-detailnya.

Interviewer : Ouw.. jadi gak pake metode diskusi?

NISA : Jarang, pokoknya menjelaskan, setelah itu.. ee.. lebih dia suka orang yang aktif bertanya, apalagi pertanyaannya yang susah atau

Commented [W25]: Expert style (Extract 10)

menantang. Pokoknya yang bikin dia tertantang dengan pertanyaan tersebut.

Interviewer : Menurut anda itu bagus tidak?

NISA : Menurut saya bagus karena kita **tidak jenuh** belajar. Selalu ada kejutan-kejutannya disitu kayak games. Kalo dosennya terlalu *flat* baru misalnya acuh tak acuh mengajar jadi kita juga malas buat belajar. Baru mem selalu kasih semangat. Misalnya... sengaja bikin iri.. misalnya dia suka keluar..dapat beasiswa begitu. Habis itu dikasi semangat terus termotivasi ki kak.

Commented [W26]: Perception (Extract 42)

Interviewer : Terus terkait dengan kepribadiannya, dia orangnya bagaimana?

NISA : Baik.. Lucu kak.. pernah waktu masuk kelas, kesalki dikira mahasiswa. Terus dia tanya bagaimana sebenarnya ciri-ciri dosen yang bagus. Terus bilang ki pakai lipstick mem. Terus diajarkan pakai listik (laughing).. Begitu kak.

Interviewer : jadi kalo mau digambarkan hubungan beliau dengan mahasiswanya bagaimana?

NISA : Dekat, dekat sekali. Kayak teman begitu kak. Terus dia juga kayak welcome sama kita. Kalo dikelas, sebagai dosen dan mahasiswanya. Tapi kalo diluar mi toh kak, kayak kakak ta mi. Kalo ketemuki, dipeluk apa begitu.

Commented [W27]: Extraversion (Extract 25)

Interviewer : Kalo menurut anda kepribadian seperti itu bagus tidak?

NISA : Kalo menurutku bagus kak karena dapat chemistrynya dengan mahasiswa. Kalo misalnya dosennya kayak cuek, baru sombong, kyk tegas-tegas aneh begitu toh kak jadi kita juga malas litanya. Coba misalnya kalo dia jadikan kita teman, kita juga enak, tidak sungkan bertanya, toh kak baru.. ee.. itu belajar ta jg kayak santai, tidak terlalu tegang.

Commented [W28]: Perception (Extract 39)

Interviewer : terus apa lagi?

NISA : jarang juga absent. Tidak mau sekali menyia-nyiakan waktu begitu kak. Biasa ada dosen, kadang masuk kadang tidak. Tapi kalau dia toh, kalo misalnya ndak masuk ki hari ini cari ki hari lain supaya tidak kosong begitu.

Commented [W29]: Extraversion/Enthusiastic (Extract 36)

Interviewer : kalo misalnya dosen yang antusias menurut ade bagus tidak?

NISA : Bagus kalo misalnya antusias. Kalo misalnya dosennya tidak terlalu antusias pasti malas-malas masuk. Yang untung dosennya karena tetap dapat gaji tapi kita sebagai mahasiswa yang rugi. Biasa kepepet waktunya kalo mau final, baru nakejar (pertemuannya) ndak bagus begitu kak. Membebankan mahasiswa.

Commented [W30]: Perception

Interviewer : Kalo misalnya ada mahasiswa yang membandel atau semacamnya sikapnya seperti apa?

NISA : Kalo misalnya toh kak ada tidak dia suka, marah ji juga. Kalo misalnya ada yang salah atau rebut dikelas terus kayak kurang memperhatikan begitu. Terus menjelaskan dengan lantang begitu jadi kedengaran sampai dibelakang.

Commented [W31]: Extraversion

Interviewer : Menurut adek dosen yang tegas itu perlu tidak?

NISA : Sebenarnya kalo tegas toh kak, kalo dosen perlu itu mhasiswanya tidak *patoa-toai*, supaya lebih disiplin. Mm..bagus sebenarnya kalo tegas kak.

Commented [W32]: Perception (Extract 47)

Interviewer : terus orangnya pendiam atau aktif?

NISA : Mem tidak terlalu cerewet tidak terlalu pendiam juga. Kalo dikelas, layaknya seorang dosen yang aktif menjelaskan begitu. Terus kita selalu dikasi hafalan vocab. Terus habis itu sering bilang misalnya siapa yang bisa hafal 10 kah atau berapa.. atau hafal semua dapat nilai plus begitu.

Interviewer : Jadi bisa disimpulkan gaya mengajarnya bagaimana?

NISA : Kalo mau disimpulkan toh kak cara mengajarnya mem bagus. Saya harap toh kak itu dosen-dosen diseluruh dunia kayak mem Anna. Orangnya tegas terus selalu memberi motivasi.

Interviewer : Oowwh.. oke.. baik. Saya kira cukup dek ya.. terima kasih atas waktunya.

### Transcript 5

Interviewed on June 24<sup>th</sup>, 2016

At Muhammadiyah University of Makassar

Interviewer : Pertanyaan pertama, siapa nama lengkap adek?

DHANI : Ramadani

Interviewer : Nama panggilannya?

DHANI : Dhani

Interviewer : Klo menurut adek cara mengajar ibu Anna bagaimana?

DHANI : Cara mengajarnya bagus karena tegas. Kalo misalnya menjelaskan, terus ada teman yang masih bingung, dia tidak tanya mengerti atau tidak, tapi langsung menjelaskan ji lagi. Dia mengerti begitu bilang ini anak bingung, jadi dia kasih contoh lain,, bilang begini saja,, atau bagaimana kalo begini... jadi kita tambah mengerti begitu. Dia maunya itu mahasiswa harus tahu semua, tanpa dia bertanya begitu. Mungkin dia berpikirnya mahasiswa ada yang malu-malu bertanya jadi dia langsung jelaskan secara detail begitu.

Commented [W33]: Expert type (Extract 12)

Interview : Kalo metodenya bias any diskusi?

DHANI : Tidak kak. Metodenya biasa.. bukan diskusi. Itu biasanya dia kasi kuis atau games. Terus mengikuti jadwal. Kan biasanya ada dosen yang kurang pertemuannya, kalo dia tetap harus 16 kali pertemuan. Kalo misalnya hari ini tidak masuk, diganti dengan hari selanjutnya.

Commented [W34]: Extraversion

Interviewer : Menurut anda cara mengajarnya sudah sesuai dengan harapan anda?

DHANI : Iya. Karena menurut saya bagus karena dia jelaskan dengan detail. Apalagi kalo misalnya ada mahasiswa yang malu-malu bertanya begitu. Jadi dia tanpa perlu bertanya mengerti atau tidak, dia langsung jelaskan lagi.

Interviewer : Kalau menurut anda keperibadiannya bagaimana?

DHANI : Kalau dikelas itu kak dia, kayak semangat. Bergairah untuk mengajar.

**Commented [W35]:** Extraversion (Extract 35)

Interviewer : Menurut anda bagus tidak?

DHANI : bagus kak. Karena dia mau yang terbaik untuk mahasiswanya begitu. Biasanya kan ada dosen yang Cuma memikirkan gajinya, tapi dia tidak. Dia mementingkan mahasiswanya dulu. Dia maunya mahasiswa yang diajar itu tau semua.

**Commented [W36]:** Perception

Interviewer: Selain itu hal yang membuat anda tertarik ketika beliau mengajar?

DHANI : Mem itu antusias

Interviewer: Antusias, bagaimana anda tau kalau beliau antusias?

DHANI : Setiap masuk kelas dia kelihatan ceria mengajarnya begitu.

**Commented [W37]:** Extraversion (Extract 33)

Interviewer : Bisa digambarkan bagaimana hubungan antara mahasiswa dengan beliau?

DHANI : Dekat sekali kak. Biasa kalo ketemu, disapa, pelukan begitu. Kalo didalam kelas tetap ji kayak dosen tapi kita tidak tegang begitu. Kalo dosen yang tidak begitu dikenal kita pasti kayak canggung begitu, takut, takut salah. Kalo mem A tidak, tapi tetap dihargai sebagai dosen kalo di dalam kelas.

**Commented [W38]:** Extraversion

Interviewer : Terus kalau misalnya ada mahasiswa yang buat kesalahan, ribut misalnya, sikapnya seperti apa?

DHANI : Kalo misalnya ada yang main-main begitu mem juga akan marah ji. Kan biasanya kalo ada dosen-dosen muda maunya mahasiswa itu main terus. Tapi dia tidak, ada waktunya untuk bercanda ada waktu untuk serius. Kalo misalnya ada yang main-main atau ribut dibelakang dia biasanya menegur secara halus begitu. Tapi kesannya kasar (laugh).

**Commented [W39]:** Extraversion (Extract 32)

Interviewer : Kalo menurut anda dosen itu perlu tegas tidak?

DHANI : perlu, karena kalo tidak tegas pasti mahasiswanya juga seenaknya main.

**Commented [W40]:** Perception

Interviewer: Baik, saya kira cukup.



## Transcript 6

Interviewed on June 24<sup>th</sup>, 2016

At Muhammadiyah University of Makassar

Interviewer : Pertanyaan pertama, siapa nama lengkap adek?

Nirma : Nama lengkap saya Nirmawati tapi biasa dipanggil Nirma

Interviewer : Kalo menurut adek, gaya mengajarnya ibu Anna itu bagaimana?

Nirma : Gayanya santai, tapi serius begitu. Tapi cara mengajarnya itu bagus, rata-rata tema-teman yg diajar begitu pasti kayak cepat menyerap ilmunya. Baru cara penyampaiannya bagus, misalnya kalo belum dimengerti diulang lagi. Kemudian suka sama anak-anak yang selalu bertanya. Misalnya ada pertanyaan yang belum bisa dipecahkan, Mem pokoknya cari sampai nantinya diinformasikan lagi dipertemuan berikutnya.

Interviewer : Metode yang biasanya dipakai dalam mengajar seperti apa?

Nirma : Mm.. Biasanya dia jelaskan dulu materinya.. dijelaskan judul materinya ini.. terus seperti ini.. kemudian setelah itu langsung dikasi kayak latihan begitu. Setelah latihan kayak ada sejenis kuis. Jadi itu kuis-kuisnya yang membuat mahasiswanya cepat menyerap apa yang diajarkan.

Commented [W41]: Expert type

Interviewer : kemudian cara menjelaskannya bagaimana?

Nirma : Bagus kak. Kayak menjelaskan dulu di papan tulis. Baru terkadang juga dikasi contoh. Terus contohnya itu tidak berpatokan dengan yang di buku. Jadi kita bisa bandingkan antara yang di buku dengan yang dijelaskan.. jadi dia kayak nakembangkan.. kreatif begitu kak.

Commented [W42]: Expert style (Extract 11)

Interviewer : Suka dengan gaya mengajarnya?

Nirma : Suka kak soalnya selalu ada kuis dan tesnya begitu kak. Terus disiplin orangnya, tidak boleh ada coretan terus kalo salah satu hurufnya itu salah, hurufnya, titiknya, pokoknya kita harus betul-betul teliti.

Interviewer : Lebih banyak menjelaskan tidak?

Nirma : Mmm.. tidak juga kak, kayak seimbang. Kalo misalnya berbicara tentang metode mengajarnya itu kayak *teacher-student center* karena sama-sama aktif. Kadang juga mahasiswa yang harus lebih aktif bertanya. Terus bagus juga misalnya pertemuan pertama kita belajar ini, pertemuan selanjutnya pasti ada kuis jadi kita pasti belajar. Kayak ada motivasi tersendiri.

Commented [W43]: Perception

Interview : Owh,, pake kuis ya..poin-poin gitu.

Nirma : Iya kak. Terus itu mem santai orangnya. Bisa diajaak... kayak teman begitu. Kayak itu hari, kan selesai mengajar, tapi pas ketemu di jalan woo..langsung kayak.. mem..meem... jadi kayak teman. Bagaimana di kak, **ramah begitu**, murah senyum.

Commented [W44]: Friendly: Extraversion (Extract 26)

Interview : Bagaimana menurut anda dengan kepribadian yang seperti itu?

Nirma : Iii menurut ku bagus kalo kayak begitu kak karena kita mahasiswanya kayak tidak terlalu tegang begitu. Ada apa-apa yang bisa disampaikan itu bisa langsung disampaikan. Karena kalau kayak terlalu disegani atau bagaimana, ada uneg-uneg yang bisa bantu dosen juga untuk lebih baik jadi tidak tersampaikan. Karena begitu...siswanya terlalu tegang.

Commented [W45]: Perception (Extract 40)

Interview : Beliau antusias tidak orangnya?

Nirma : Kalo ngajar pokoknya semangat malahan kak dulu ada pelajaran, tapi sejenis games yang menyangkut tentang pelajaran. Kita buat

lingkaran, ada yang didepan dan dibelakang, terus dicari pasangan katanya.

Interviewer : Oh begitu

Nirma : Terus kalo ngajar pokoknya semangat begitu jadi kita juga yang diajar ikut semangat.

**Commented [W46]:** Extraversion (Extract 44)

Interviewer : Kalo misalnya mahasiswa melakukan kesalahan, ribut contohnya, sikapnya seperti apa?

Nirma : Mm.. kalo ada salahta toh kak, langsung bilang “begini, ini tidak boleh begini,” pokoknya..tegas, tapi tegasnya itu kayak baik.karena ada juga dosen yang tegas tapi kayak waaa..serem deh.

**Commented [W47]:** Extraversion (Extract 31)

Interviewer : Terus hal apa lagi yang menarik perhatian anda?

Nirma : Mmm.. penampilannya muslimah, terus saya juga termotivasi sama mem karena banyak yang dia sampaikan kayak motivasi, link-link untuk baca dan dapat buku gratis, kemudian tentang beasiswa. Selalu memberi motivasi untuk dapat beasiswa begitu. Jadi dia memotivasi dari pengalaman-pengalamannya begitu.

Interviewer : Jadi bisa disimpulkan pendapat anda tentang cara mengajar dan kepribadiannya?

Nirma : Kalo mem itu cara mengajarnya serius tapi santai. Orangnya enjoy begitu. Terus bisa diajak berkawan kalau diluar tidak seperti dosen yang harus disegani atau bagaimana-bagaimana. Iya sih, kita sebagai mahasiswa kan pasti tau diri, kalau sama dosen ya harus sopan. Kalo sama mem ya santai aja,, tapi tetap *respect*.

## Appendix 5

### Transcription of Audio Recording

#### Transcription of the 1<sup>st</sup> Observation

- L : So, have you learnt about WH Question?  
 Ss : Yes mem.  
 L : What did you learn?  
 Ss : What, when, why  
 L : What else?  
 Ss : whose, which, how.  
 L : What does *what*... what does *what* refers to? Dia menjawab apa?  
 Pertanyaan tentang apa?  
 Ss : <X words X>  
 L : things right? Who?  
 Ss : person  
 L : Person.. okay.. What about when?  
 Ss : Time..time!  
 L : What about *when*?  
 Ss : Place!  
 L : What else? *Which*? Which one do you prefer? Going to beach or going to mountain?  
 Ss : Choice!  
 L : Yes! Choice.. Which one do you love? Her or me?  
 Ss : youuuu....<@ words @>  
 L : ee..what else.. whose? What does *whose* ask about?  
 Ss : Possesive  
 L : Possessive or possession.. kepemilikan.. What else?  
 Ss : How..  
 L : Sebelum how?  
 Ss : Whom..  
 L : Okay, Whom menanyakan? Person as object.. Person as?  
 Ss : Object!  
 L : Aaa.. oke we have one two three four six seven.. (writing WH Queastion on the whiteboard) one more!  
 Ss : Why!  
 L : ok, why.. we use *why* to ask about what?

Commented [W48]: Personal model

Ss : Reason!

L : So, now.. if you want to ask about name.. which question word?

Ss : What

L : What or Who?

Ss : What..what..

L : The name of the teacher is Aliando. If I.. for example underline Aliando, what is the question?

Ss : *Who is the teacher?*

L : What is the question?

Ss : *What is the name of the teacher?*

L : I want you to raise your hand.. Yes..

S : *What is the name of the teacher?*

L : What is the name of the teacher, oke,, another?

S : *What is the teacher name.*

L : Ada berapa kemungkinan nih? Pertama kemungkinannya adalah?

S : *What is the teacher name.*

L : Teacher name or teacher's name?

Ss : teacher's name

L : The second.. yes.

S : *Who is the teachers?*

L : Who is the teachers.. the teachers name. Okay, another..

S : *Who is name of the teacher?*

L : Who is name of the teacher, okay. Another, masih ada kemungkinan yang lain?

Ss : <X words X>

L : Can we say *what is the name of the teacher?*

Ss : Yes..yes..

L : Can we say.. can we say... can we say *who is the teacher?*

Ss : Yaa.. <X words X>

L : Ini sebenarnya..eee.. secara struktur benar. Tapi karena konteksnya dia pake the name of the teacher is.. So, akan lebih tepat if you ask.. aa.. with these question. Which one?

Ss : The first!

L : *Who is the teachers name..* what do you ask about?

Ss : The name!

L : The name ..yah.. the name adalah?

Ss : thing..thing..

L : Apakah name adalah person?

Ss : Noo...

L : What is that?

Commented [W49]: Facilitator style

Ss : Thing!

L : So? You cannot use *who is your name*. You have to say *What is your name*. Right?

Ss : <X words X>

L : So, this one should be *what* because you're asking about name.. and name is not a person. Okay? *What is the name of the teacher*.. oke.. so two possibilities. Kalian boleh jawab dengan yang ini...

Tapi di lain konteks kalian bisa bilang *who is your pet? my pet is.. who is your father? My father is.. Mr.Jhon... Who is your...ee.. Who is your lecturer..? Who is your structure lecturer?*

Commented [W50]: Expert style

Ss : Mem Ardiana

L : Oke.. sekarang.. ada beberapa pertanyaan.. ada beberapa jenis pertanyaan yang membutuhkan kata benda dulu. See..telah question wordnya. Boleh saya hapus (Whiteboard)?

Ss :No!

L : No? Have you finished?

S : Not yet..

L : Okay... Please say if you're finished.

L : Alright! Finished?

Ss : Yes mem..

L : Aa.. ada berapa *how* yang kita bahas kemarin?

Ss : How long, how far, how many, how much..

L : Okay, the next point.. the next point I want to point out is the difference between *who* dengan *whom*.. sudah kemaren kan?

Ss : Yaa..

L : So what is the difference?

Ss : If *who*..asking person as subject. For *whom*, asking person as object.

L : For example.. (writing on the whiteboard).. Siap siap saya mention number.

Ss : Aa.. <X words X> ...

L : What's your name?

S : Ulfa

L : Okay, check the sentence. *Ulfa bought a veil for her mom*. Okay, pake tense apa? What tense?

Ss : Past tense!

L : How do you know?

Ss : Bought.. verb two..

L : Good. *Ulfa bought a veil for her mom*. If I ask about the subject, which one is the subject of this?

Commented [W51]: Expert! type (Extract 4)

- Ss : Ulfa
- L : Ulfa is the subject. Okay... And.. Ada dua objek disini. *Whom did I buy a veil for?* Kalian udah bisa tau jawabannya dari sini sebenarnya..for-nya. *Whom did I buy a veil for?* Jawabannya yang mana?
- Ss : Her mom!
- L : Who bought a veil for her mom?
- Ss : Ulfaa
- L : Ini jawabannya untuk subject, ini jawabannya untuk?
- Ss : Object
- L : What about if the answer is *a veil*? What is the question?
- S : *What did Ulfa buy for her mom?*
- L : Yes, *What.. did.. Ulfa.. buy.. for.. her mom?* (writing on the whiteboard).
- What <X words X> about if the sentence like this. I.. What if..what if.. I like..?
- S : Assalamualaikum (one of the students came late to the class)
- Ss : Wa'alaikumsalam Warahmatullahi Wabarakatuh
- L : Aliandoo.. mana? Why didn't you wait for her?
- Ss : (Laughing)
- L : Should we let her in?
- Ss : Let her in!
- L : Or let her out?
- Ss : Let her in!
- L : Okay.. Let's continue. *I like you..* very simple sentence. If..the answer is *I*, what is the question?
- Ss : *Who!*
- L : like what?
- Ss : you!
- L : *Who like?*
- Ss : likes you..likes you.
- L : *Who likes you?*
- Ss : *I*
- L : What if the answer is *you*?
- S : *Whom do I love.. eh.. Whom do I like*
- L : *Whom do I like? Or who do I like?*
- S : *Who do I like?*
- L : <X words X> dia dipakai untuk objek.. oobjeek.. tidak langsung. Jadi ada dua jenis.
- Ss : Oooww..
- L : Saya ubah soalnya ya... *I talked to the principle last night.* What is principle?
- Ss : Kepala sekolah

- L : Oke, kalau jawabannya adalah *the principle*, what is the question?
- Ss : *Whom did..I talk to..last night*
- L : *Kepada siapa saya berbicara tadi malam*. Lihat, tidak ada elemen yang saya hilangkan. *I* tetap ada, *talked* berubah, jadi jangan hilangkan *to*-nya yah? You can use the other alternative for example.. *to whom...* *to*-nya boleh ditarik ke depan.
- S : Like *with whom*
- L : ya.. like *with whom, for whom...* Enough..? Enough..? What about *whose? Whose..* tau cara bertanya pake *whose*?
- Ss : Belum..
- L : Hushh..hushh..
- Ss : @Hush..@hush..
- L : Can we say.. can we say *whose are you*?
- Ss : No!
- L : Kepunyaan siapa ini?
- Ss : <X words X>
- L : So, ada beberapa pertanyaan yang mengharuskan kita mee... specify.. What is in indonesia *specify*?
- Ss : Eee...
- L : menspesifikkan bendanya. Misalnya gini... *What is that.. or what is this.. or what book is this*. Siapa yang tahu apa bedanya? Aah.. *What is this?*
- Ss : *Apa ini?*
- L : Nah.. apa yang bisa dibedakan dari dua pertanyaan ini?
- Ss : <X words X>
- L : Aa.. *what is this?* Kesannya kita nggak tau yang dia tanyakan apakah itu buku, pen or bag or what? *What book is this?* Dia bisa jadi udah pegang bukunya.
- Ss : The type of book.
- L : Oke, sudah spesifik ke book. It refers to a book. Ini udah jelas, right? Klo ini? (Pointing another example)
- Ss : belum
- L : belum tau, dia tidak tau apa itu. *What is..what is this?* Apa jawabannya?
- Ss : Paper
- L : What paper is this?
- Ss : I don't know [laughing]
- L : Bisa ya? What is this?
- Ss : Marker!
- L : A spaidel [spidol]
- Ss : [laughing]
- L : What is this?
- Ss : Marker.



- L : What marker is this?  
 Ss : Board marker  
 L : What is this?  
 Ss : Bag!  
 L : What bag is this?  
 Ss : <X words X>  
 L : What bag is this? What type of bag?  
 Ss : Ransel  
 L : Yes, bag pack. Gitu ya.. oke, selanjutnya, umm.. ada beberapa pertanyaan dimana kalian akan mempertemukan question word with noun. *What items..what food do you like?* Itu udah spesifik. Jadi hati-hati yah.. tergantung jawabannya nanti. Kadang-kadang.. Kadang-kadang *what* itu juga bisa bertemu langsung dengan *Verb*.. like *what is this?* What makes..what makes you happy?  
 S : you!  
 Ss : Ciyeee.. Uhuuii..  
 L : Oh my God!  
 Ss : Yeeee....  
 L : Okay, kalo dia di *whose*, *whose* biasanya harus bertemu dengan noun. *Whose pen is that? Whose book is this?* Yang jelas.. sama dengan *how many* ya. *How many* biasanya.. ee.. dia akan ketemu dengan noun dulu. *How many..how many pens do you have?* Atau kalau misalnya tidak bisa dihitung bendanya, *how much*..  
 S : *How much money do you need?*  
 L : Okay, *how much money do you need?*  
 Ss : I need.. <X words X>  
 L : *How much water do you want, how much sugar do you like?* Okay? Yang jelas adalah ee.. most question..W-H Question will require question word plus auxiliary. Jadi jangan lupa auxiliarynya. *How many, how much money*.. tetap ada di situ. *How much money do you need?* Liat? You cannot say *how much money you need?* Aaa.. *who is your brother?* You cannot say *who your brother?* Nggak boleh nggak ada auxiliarynya. Kecuali beberapa kasus yang saya sebutkan tadi. Ini kan tidak pake ya? *Whose bag is this?* Liat..auxiliary? liat?  
 Ss : Yes  
 L : Okay, *What makes you happy?* Kecuali ini..ini kecuali. Gak punya auxiliary. Tapi dilain kasus tetep *what do you, what does she*. Aaa.. list auxiliarynya udah ada kan?  
 Ss : Ada  
 L : Ada ya.. *Apa yang akan kamu lakukan?* Coba, gimana pertanyaannya?  
 Ss : *What will you do?*

Commented [W53]: Expert

Commented [W54]: Expert type (Expert 3)

L : *What will you do? Will* adalah auxiliary. Jadi, don't forget to put auxiliary after the question words.

L : Now, I want you to choose a partner. Choose a partner!

Ss : <X words X>

L : Choose a partner. Ayoo, come on! Sudah? Sudah? Choose a partner?

S : Yes

L : Whose your partner? You.. okay, you?

Ss : <X words X>

L : Okay! For the first, I'll give you..around.. three minutes, okay? Three until five minutes to ask your friend about.. aeemmm.. his or her best experience.. using this. For example you ask *how many jalangkote did you eat ask last night?* Or *Aaa.. What time did you wake up?* For example.. about fifteen minutes. Then I'll ask you one by one..some of you.

Ss : <X words X>

**Commented [W55]:** Facilitator style (Extract 17)

**Commented [W56]:** Formal authority (extract 14)

**Commented [W57R56]:** Providing very clear guidelines for how the students should complete tasks.

L : Oke.. I have a question. Es buah itu.. you drink or you eat?

Ss : Makan mem.. Makan sambil minum mem.

L : Yang makan es buah langsung ditelan?

Ss : [laughing]

L : berarti minum. It's up to you, mau dimakan atau diminumlah.

Ss : <X words X> (talking with their partners related to WH-Question)

**Commented [W58]:** Humor (Extract 20)

L : What do you ask? (Monitoring the students' activities and checking the students progress)

L : Okay, everyone! Since it's not enough if I want to ask you one by one. So, I want you to make a record of this conversation. So, record yourself with your partner..okay? Record your conversation and give it to me. Please make it in one file in a flashdisk. In one recording, put the number of the members, ok? Misalnya two dengan ten, bacanya two-ten.

Ss : Kapan terakhir.. kapan kumpulnya?

L : Thursday! Thursday ya?

Ss : Durasinya mem? 1 menit! Eh 3 menit moo.

L : At least one minute. Ok?

Ss : : <X words X>

L : Okay, listen! The next assignment is to read the article and.. look at the highlighted word there, or phrases, ok? Disitu ada 15 kata, fifteen words or phrases, dan itu adalah answers of the question that you are going to make. So you have to make fifteen questions. Do it in pair.. What time is it??

**Commented [W59]:** Formal Authority (Extract 15)

Ss : Jam 11 mem.. <X words X>  
 L : No..no..no..! take it home! Yes!  
 Ss : berdua ki kerjai  
 L : Berdua lebih baik.  
 Ss : [laughing] ihiiii..  
 L : Okay, any question? Any question about the assignment?  
 Ss : Mem! You said based on the answer?  
 L : by using WH-Question of course. One question for each answer.  
 Anymore question? No more?  
 Is it clear?  
 Ss : Mem <X words X>  
 L : Do it in pair. Jadi yang dikumpul cuman satu..ok? and your assignment, first recording and the second is questions. Okay?  
 Ss : Yes  
 L : Any question?  
 Ss : No!  
 L : Dan.. thank you so much.. with the end of this meeting. See you on...see you?  
 Ss : Tomorrow!  
 L : Okay, thank you so much. See you tomorrow Insyaa Allah.  
 Assalamualaikum Warahmatullahi Wabarakatuh!  
 Ss : Wa'alaikumsalam Warahmatullahi Wabarakatuh!

**Commented [W60]:** Formal Authority (Extract 16)

Transcription of the 2<sup>nd</sup> Observation.

- L : Tapi WH-Question oke ya? Bisa ya?
- Ss : Insya Allah
- L : Kalian liat aja kalo misalnya yang jadi jawabannya adalah person, berarti kalian choose question wordnya adalah? Klo person apa?
- Ss : Who
- L : Kalo dia menanyakan pilihan pake apa?
- Ss : Which!
- L : Kalo reason?
- Ss : Why
- L : Kata-katanya sebenarnya sudah ada..kalo misalnya saya bilang..ee.. I'm late because I missed...
- Ss : Why
- L : Oke, kita langsung question tag aja ya? yang practicenya?
- Ss : <X words X>
- L : What do you imagine?
- Ss : Kurma, es buah..es buah..
- L : What is *Tag*? What is *Tag*?
- Ss : Anu.. label?
- L : Oke, label atau kartu... is often called as.. tail.. (writing on the whiteboard). You know *tail*?
- Ss : Ekor!
- L : Ekor dari sebuah pertanyaan. Ini adalah pertanyaan itu ada ekornya. Itu nanti ada kita pelajari di question tag. Tapi ada yang pernah dengar question tag bentuknya..? gimana..gimana?
- Ss : Aaa... isn't he.. aa.. aren't you..
- L : Kira-kira untuk apa ada question tag? What is the use?
- Ss : Aa.. <X words X>
- L : To make sure, okay. To confirm ya.. so the use is to confirm or.. maybe asking information.. checking information, right?
- Ss : yes
- L : Jadi kalo misalnya nggak yakin atau mau minta info.. you can use this, question tag. To confirm ya... Okay, what is the rule?
- Ss : [silent]
- L : <X words X> bentuk question tag nih.
- Ss : Auxiliary...

L :Mm..? First thing is that you have to consider the appearance of auxiliary. Okay? You have to consider the appearance of the auxiliary. So, the first thing you have to remember is the auxiliary. Okay?

Ss : <X words X>

L : Which one is auxiliary?

Ss : is, am, are, modals, have, has, do

L : <X words X>

Ss : To be, to do, to have, modals

L : Kita akan pake itu terus. Jadi di *tail*-nya itu akan berisi auxiliary. The *tag* of the question will be the auxiliary and the subject. Okay. Jadi gini, sebenarnya bentuknya..aamm.. secara umum bentuknya akan seperti ini (while writing on the whiteboard). Jadi berbeda dengan bentuk yang.. mmm.. yes-no question and WH-Question yang kemaren. Dia tiap membentuk pertanyaan cuma dibagian belakangnya to'. Jadi tinggal dibelakangnya, dilabeli dibelakangnya. Didepan dia tetap dalam statement, masih dalam kalimat pernyataan. Jadi disini dia statement, kemudian ketemu dengan koma, and then the question tag. Lalu, kalian akan bertanya. Nah, gimana rulanya? If you use positive statemet, the question tag must be negative.

Ss : Ooo yaa.. so ada not notnya mem?

L : Yes..yes..yes.. exactly! If the statement is negative..?

Ss : positive question tag

L : bisa dibaca kalo arrangementnya kayak gini? Positive statement..negative... What's your name?

S : <X words X>

L : Sudah berapa kali nggak makan sahur?

Ss : (laughing)

L : So, your name is Iqbal. For example I'm not sure whether this is Iqbal or not, I can ask him. You are Iqbal, aren't you?

Ss : Yes

L : *You are Iqbal*. It's a statement, ya? Kalimat pernyataan. Saya mau kasih pertanyaan ekor, you are Iqbal..

Ss : aren't you

L : nah, dari mana kita ambil auxiliarynya? Dari statementnya itu. Can you find any auxiliary in the statement here?

Ss : Are!

L : Okay.. are..? this is positive, right?

Ss : Yes

L : So here?

Ss : Negative, aren't you.

Commented [W61]: Expert style (Extract 5)

Commented [W62]: Expert style

L : You are Iqbal, aren't you? Vice versa.. vice versa.. sebaliknya, on the other way, you may ask Rian for example. You aren't Iqbal, are you?

Ss : Yes

L : Saya bilang antara ini Iqbal apa Rian ya? Tapi pertanyaan yang saya pilih adalah, kamu bukan Iqbal kan? Berarti kan saya pakai not. It should be negative statement. You..are..?

Ss : not..Iqbal, are you?

L : So, yang pertama tadi? Kalian harus.. apa yang saya tulis? Consider di?

Ss : Auxiliary

L : consider di auxiliary. So the auxiliary that you will use in the tag question ya, it derives from or come from the statement. Jadi, kalo disini are, kamu nggak boleh dong pake disini am atau diganti dengan is or diganti dengan yang lain. Disini are, you cannot use were here. You cannot use was here. Because you have to make a link to the statement. You got it?

Ss : Yes mem!

L : oke, consider the auxiliary. The next question is.. what happen if for example.. in that question, you cannot find the auxiliary? You did not find the auxiliary in the statement. Ada nggak statement yang tidak ada auxiliarynya? Tidak kelihatan gitu auxiliarynya.

Ss : ada

L : If the auxiliary doesn't appear.. nggak muncul in the statement, you may use don't, doesn't, what else?

Ss : Didn't

L : Didn't. Salah satunya. Karena kan harus ada auxiliarynya dibelakang. Kalo dia tidak muncul dikalimat gimana?

Ss : (silent)

L : like.. for example. One statement coba..apa?

S : You play the guitar.

L : you play the guitar. Okay. (writing the example on the whiteboard).

Aa..let's say dia lampau yah. You played the guitar. Kamu mau tau kamu yang memainkan atau bukan. You played the guitar. Did you find any auxiliary here in the statement?

Ss : No!

L : No, berarti yang harus ada dipikiran kalian adalah salah satu dari tiga ini (auxiliary do)

Ss : Didn't

L : One, two or three? What is that?

Ss : Didn't

L : Disini muncul didn't karena dia lampau. Let's say if it is *plays*. Kalo disini.. oh, bukan plays ya.. salah ya.. play.. You play the guitar. Disana jadi apa?

Commented [W63]: Expert style (Extract 6)

Commented [W64]: Expert Style (Extract 1)

- Ss : Don't. Don't you.
- L : kira-kira yang mana lebih enak kalian nyebut? Don't you? (raising intonation) Or Don't you? (falling intonation). Aren't you? (raising intonation) or Aren't you? (falling intonation).
- Ss : Don't you (falling intonation)
- L : Aren't you? (rising intonation) or Aren't you? (falling intonation).
- Ss : Aren't you (falling intonation)
- L : If you are not sure about the fact, oke, kalo kamu gak yakin dengan the fact, maka dia akan naik intonasinya. Jadi antara yakin dan tidak yakin. Mmm.. you are Iqbal, aren't you? (raising intonation). Tapi kalo Cuma mau minta informasi, excuse me, you are Iqbal, aren't you? (falling intonation). Kalo check information, intonasinya akan ke bawah. You smoke [giving another example].
- Ss : Don't you? (rising intonation)
- L : You smoke, don't you? (falling intonation). You don't smoke, do you? Jika kamu tau tapi gak yakin, raise..raise the intonation. Tapi kalo kamu sekedar check information, mau tau informasinya apa, atau dia ee.. tabe, ndak merokok ki? Jadi dia lebih menurun. Don't you? (falling intonation) Tapi kadang-kadang itu akan susah, aa.. kalo udah spontan. Sepertinya susah berfikir ini akan naik atau turun. You were late, weren't you?
- Karena ada lagi nih cara jawab tag. Jawabannya nanti harus dianalisis. Kalo misalnya saya nanya, saya kan check information nih. You were late, weren't you? Jawabannya apa, yes atau no?
- Ss : No!
- L : sebentar ya. Okay, jadi hal yang perlu kamu ingat pertama harus ada auxiliary dibelakang. Auxiliarynya akan muncul setelah koma, and then the subject, followed by the subject, right?
- Ss : Yes mem.
- L : Okay the next. Aa..Question tag-nya, yang negative ya, harus selalu dii..dalam bentuk contracting, contracted form. Ini... you cannot say.. aa You smoke, do not you? You cannot say, are not you? Dia harus selalu digabung gitu ya? Dia akan seperti itu. Aa.. he is.. aam.. He is handsome, isn't he? (pointing one of the students)
- Ss : No! [then laughing]
- L : belum tau caranya ya,,sementar,, bagaimana caranya mengkonfirmasi...
- Ss : I don't think so. [chuckling]
- L : Kalo kamu bilang *yes, he is* berarti kamu mengkonfirmasi. Meyakinkan saya kan kalo dia handsome. Tapi kalo kamu bilang *no, he isn't* berarti kamu men-deny. Kamu berarti bilang *oh tidak*. Tapi kalo pertanyaan saya gini, *he is not lazy, is he?* Gimana cara jawabnya?
- Ss : Yess..No...

Commented [W65]: Expert style

- L : Saya bilang dia tidak lazy, dia tidak malas, iya kan?
- Ss : Yess.. he is..he isn't
- L : kamu mengkonfirmasi yang mana ini?
- Ss : lazy-nya mem
- L : he is not lazy, is he?
- Ss : Yes, he is.. No..
- L : Kalo kamu bilang yes?
- Ss : berarti tidak malas
- L : Sebentar sebentar, setelah ini ya. Questionnya dulu. Nanti kita bahas yang dibelakang. Okay, sudah berapa tadi <X words X>? Tiga ya? Dua?
- Ss : Dua mem
- L : Yang pertama ini, auxiliary. Kalo auxiliarynya tidak ada berarti kita pilih antara don't, doesn't atau didn't. Kalau misalnya.. yang kedua nih harus dalam bentuk contracted form. The question tag must be in the contracted form. Next point will be... Can I? (Erasing the whiteboard)
- Ss : Yes
- L : Well, how if we say like this. Yuni never comes late. <X words X>the tag?
- Ss : Don't she?
- L : Doesn't?
- Ss : Doesn't she?
- L : Doesn't she. Selain doesn't she? Ada? Udah? Semuanya doesn't she? All of you agree?
- Ss : Yes
- L : Okay, liat.. saya mau nanya. Is this positive or negative?
- Ss : Negative..negative... Positive mem...
- L : Secara struktur dia kelihatannya positive. Tapi dia mengandung negative element. What is that?
- Ss : Never!
- L : So, if you find something like this, you have to consider that this is negative statement. Sama halnya dengan yang menggunakan not. Jadi yang dibelakangnya harus?
- Ss : does she.
- L : Does she? Apa temannya never? Yang bermakna negative?
- Ss : Rarely, seldom..
- L : for example I say, nobody likes him..
- Ss : Does he..
- L : The next poin. Jadi kalo dia negative? Poinnya kalo dia negative maka dia positive question tagnya. Poin ke?
- Ss : Tiga



- L : Kalo kamu ketemu kalimat yang interaktif, request misalnya, atau perintah..kalimat perintah. *Open the door!* Maukah kamu? Akankah kamu? Jadi dibelakangnya?
- Ss : would you?
- L : We can say will you?
- Ss : will you
- L : or? Could?
- Ss : Could you
- L : *Don't smoke, will you?* So, if it's imperative, it's modal here. Tidak perlu dinegatifkan. Sekarang yang berisi ajakan. Misalnya, *let's go to the mall.* Apa belakangnya nih?
- Ss : Won't you?
- L : Kayaknya kita bagus ke mall deh. Kayaknya bagus ini kalo kita ke mall di'? *di'* itu adalah question tag-nya. Jadi, *let's go to the mall..shall..*
- S : shall we?
- L : Dia harus shall we ya, tidak boleh will be. Dia harus jadi shall we. *Let's have breakfasting together, shall we?*
- Ss : Yes.. oke..
- L : Aamm.. next, gimana kalo dia I? *I am beautiful..*
- Ss : Yess.. (then laughing)
- L : Gimana question tagnya? (chuckling) Question tag-nya gimana?
- Ss : <X words X>
- L : *I am beautiful* itu positive atau negative?
- Ss : Positive
- L : berarti belakangnya? Negative, right? Gimana caranya meng-contract *I'm not?*
- Ss : I'm not.. Aren't...aren't..
- L : pokoknya kalian harus carikan satu auxiliary kemudian dia harus contracted form. Dia harus pake koma atas, gimana?
- Ss : Aren't mem.. Aren't you.. aren't I..
- L : Karena kita kesulitan untuk menyebutkan *emn't* (am not). So it's difficult to pronounce that, dia akan meminjam *are*. *Aren't I.. Aren't I*. Ini biasanya kalau diiii..diii... kalian baca..bacaa, bukan baca.. kaya' eee.. dengar lagu barat yang pake kata ini?
- Ss : Yes..yes..
- L : Ini pun, *aren't I* Cuma dipake di spoken language. Kalau dia lebih formal, maka yang dipakai itu, khusus untuk I ya.. (writing on the whiteboard) *I'm beautiful, am I not?* Itu kalau dia formal language. Kalau dia spoken kalian bisa bilang *aren't I? I'm extremely cute, aren't I?*

Coba, *I will..no..no.. we will visit..ee.. Paris. We will visit Paris next week.* Saya mengkonfirmasi. Apa belakangnya? Question tag-nya apa?

Ss : Won't we,.. shall we? <X words X>

L : Ooh..bukan.. saya mau meminta informasi. Kita akan mengunjungi Paris, iya kan? Nah, gimana question tagnya?

Ss : I will... shall we.. <X words X>

L : Lho..lho.. question tagnya? Yang jelasnya will akan kebelakang ya? Disini apa?

Ss : aren't we

L : Aren't? kenapa harus pake aren't? Is there any auxiliary here? Auxiliary-nya apa?

Ss : will! <X words X> won't..won't we.. would we..

L : Kita sepakat dulu, kalimatnya negative apa positive.

Ss : positive

L : Positive ya, berarti dibelakang harus?

Ss : Negative

L : Perhatikan pola negative. Tidak ada yang bilang would we. Would we berarti kan?

Ss : positive

L : Jadi apa?

Ss : Won't we..won't we

L : So, will not itu sama dengan won't. Jadi tidak ada wiln't ya?

Ss : (laughing)

L : *Everybody likes him.* What is the tag?

Ss : Negative

L : Negative, right! Auxiliary-nya apa?

Ss : Don't...<X words X>

L : Karena disini kita akan bicara makna. *Setiap orang menyukainya.* Kan kita berpatokan pada? Subjeknya apa ya? Subjeknya ini digantikan oleh apa?

Ss : They!

L : They atau it?

Ss : It..eh.. they..

L : *Setiap orang..tiap-tipa orang menyukainya.* Kalau kamu bilang *setiap orang bertanya ke saya.* Kamu merujuk beberapa orang?

Ss : banyaak

L : Kalau it?

Ss : Satu

L : Satu, dan bukan orang. *Setiap orang bertanya ke saya.* Berapa orang?

Ss : Banyak

L : Berarti dia?

- Ss : They!  
 L : Sekarang, kalo dia they disitu? Apa yang digunakan?  
 Ss : don't..don't..  
 L : Sesuaikan ya? Jadi harus disesuaikan.  
 Ss : <X words X>  
 L : Let's see. Kalo saya ganti disini jadi *nobody*. *Nobody likes him*. Apa yang terjadi?  
 Ss : Do they  
 L : *Nobody*, tidak ada seorangpun. Penggantinya apa?  
 Ss : don't they..eh.. do they mem  
 L : why do?  
 Ss : karena kalimatnya negative mem  
 L : Okay, because the statement contains negative element.

I want you to make a conversation, with your friends. Aa.. jadi kamu harus tau dulu ya gimana cara menjawabnya?

Ss : Yes.. <X words X>

Commented [W66]: Facilitator style (Extract 18)

- L : (knocking the withboard to get the student's attention)  
*you did sahur today?*  
 Ss : *Didn't you?*  
 L : *You did sahur today, didn't you?* Bener ya? Kenapa did?  
 Ss : Karena lampau mem.  
 L : I'll give you <X words X>, if you know the answer.  
 Ss : Oooh, keterangan waktunya mem yang membedakan  
 L : No..no.. tidak ada hubungannya dengan keterangan waktu.  
 Ss : <X words X>  
 L : Kenapa yang satunya pake did yang sastunya pake had?  
 Ss : karena lewat mi satu mem..(laughing)  
 L : kenapa yang pertama pake didn't kenapa yang kedua pake hadn't?  
 Ss : karena.. <X words X>  
 L : Oke, kalian terpaku dengan yang ini, saya hapus. Gimana?  
 Ss : <X words X>  
 L : Oke, kalian check rule number one. *If you don't find any auxiliary, you have to use do*. I ask you, ada auxiliary disini?  
 Ss : No..  
 L : Siapa yang bilang *had* adalah auxiliary disini? Apa ini?  
 Ss : Verb..eh.  
 L : Aaa.. ini auxiliarynya tidak ada..  
 Ss : <X words X>

- L : Okay, jawabannya kan yes no yes no.. oke sekarang.. Amir... Amiir pergi ke pasar. (chuckling)
- Ss : (laughing)
- L : gak apa apa gitu ya, kita pake pasar gitu ya. What is the question tag?
- Ss : Does he... Doesn't he..doesn't he..
- L : Oke, Amir diganti menjadi doesn't he.
- Ss : Ndak bisa di' kalo misalnya namanya itu ditulis.. doesn't Amir.
- L : Jangan pake, nggak usah pake namanya.
- Ss : <X words X> (laughing)
- L : Okay, how do you answer this question tag?
- Ss : Yes, he does
- L : Apa maksudnya kalo kalau kamu bilang *yes, he does*? Ini maksudnya apa?
- Ss : Dia pergi
- L : Berarti, he goes. If you say *no, he doesn't*?
- Ss : He doesn't go.
- L : okay, sekarang kita balik (the sentence). *Amir doesn't go to the market, does he?* Amir tidak pergi kepasar kan?
- Ss : Yes
- L : Sekarang Sarimin yang pergi.
- Ss : (laughing)
- L : Kalo *yes, he does* berarti dia pergi atau tidak?
- Ss : Tidaaakkk!
- L : Pikir dulu...pikir..pikir..
- Ss : <X words X>
- L : *No* akan mengkonfirmasi bahwa dia tidak pergi.
- Ss : Jawabannya sama ji yang diatas mem? Jadi apa yang membedakan mem?
- L : wait..wait.. Let me check first.
- Ss : <X words X>
- L : Ow. Oke udah bener. If you say *no he doesn't* It means that?
- Ss : he..pergi.. tidak..eh.. No he doesn't.. jawabannya tidak..
- L : Dia tidak pergi kan? Iya dia pergi. Dia tidak pergi kan? No, he doesn't. Berarti memang dia tidak pergi.
- Ss : Ooww...
- L : Cara untuk melihatnya kalian gini. Kalian simpan bentuk kalimatnya. Ini kalimatnya negative kan? Ya? Kalimatnya negative. Nah, kalau kamu mnejawab negative juga, berarti you confirm. Berarti ini yang benar. Kamu mengkonfirmasi kebenaran kalimat ini, kalo kamu jawabnya *no*. Kalo kamu jawabnya *yes*, maka kamu men-deny. Deny apasih bahasa...deny..deny..?
- Ss : Menolak

Commented [W67]: Humor (Extract 21)

Commented [W68]: Expert style (Extract 2)

Commented [W69R68]: Explaining how the students can use the concept

L : Menolak..mengingkari fakta ini.. Sama dengan yang diatas. *Amir goes to market*. Kamu bilang *yes he does*, berarti kamu mengkonfirmasi. *Yes, Amir goes*. Tapi kalo bilang *No, he doesn't*, berarti dia tidak pergi. Nah, kalo misalnya *Amir doesn't go to market*, untuk mengkonfirmasi, kamu jawabnya harus *No, he doesn't*. Yang sama. Kalo dia sama maka kamu mengonfirmasi kebenaran ini. Kalau dia beda maka kamu mengingkari. Check another example. *We are not studying question tag now, are we?* How to answer this?

Ss : Yes

L : Kita tidak sedang belajar question tag. Bener apa salah nih?

Ss : Salaah!

L : Jadi kita mengkonfirmasi kebenarannya atau kita menolak kebenarannya?

Ss : Mengkonfirmasi... menolak..menolaak..

L : Konfirmasi means you setuju dengan yang ini.

Ss : menolaak..menolak..

L : Kita mau menolak berarti ya? Deny.. karena kita..kenyataannya kita sekarang sedang belajar question tag. Right? Jadi kita mau me?

Ss : menolak

L : Deny. Berarti jawabnya harus?

Ss : *Yes, we are*.

L : Karena kita mau menolak. Seandainya memang kita tidak belajar question tag, maka jawabannya adalah?

Ss : *No, we aren't*.

L : Jadi perhatikan kalimatnya. Perhatikan! Jadi confirm and deny. Kamu mau confirm..or..deny. Kamu mau menolak kenyataannya atau.. menerima. Lagi lagi yaa? lagi ya?

Ss : Yes mem..

L : *You can do the test* (giving example on the whiteboard) can? Can?

Ss : Can't you

L : *You can do the test, can't you?*

Ss : Yes

L : kalau misalnya..ee.. kenyataannya saya bertanya kamu bisa mengerjakan tugas ini kan? Kenyataannya kamu bisa.

Ss : Yes, I can.

L : Tapi kalo misalnya kamu tidak bisa menjawabnya maka?

Ss : No, I can't.

L : Kalo dibalik lagi menjadi *you cannot do the test?*

Ss : Yes, I can (chuckling)

L : Ini nanti tesnya kapan? Sabtu? Jam?

Commented [W70]: Expert Model (Extract 7)

- Ss : Jam.. pagi-pagi bagus... fresh otak. (chuckling) <X words X>  
 L : Kalian masih butuh question tag nggak?  
 Ss : yes..butuuh mem.  
 L : Kalo besok masuk, saya bawaan WH Question dan Question tag.  
 Ss : Ia mem.. iyaa mem... jam berapa mem?  
 L : Jam 10. Satu lagi, *you cannot do the test, can you?* Kalo saya bilang kamu tidak bisa, padahal kamu bisa?  
 Ss : <X words X>  
 L : Oke, saya bilang *kamu tidak bisa kerja testnya, ya kan?* Kalo kamu bilang *iya, memang saya tidak bisa mengerjakannya tesnya*. Kamu jawabnya *no, I can't*.  
 Ss : <X words X>  
 L : Oke, gini ya.. selaraskan statement dengan kenyataan. Kalau misalnya, sentencenya negative ya? *You cannot do the test*. Kalo kenyataanya memang you cannot do the test. Kamu harus ngikut ke *No, I can't*.  
 Ss : Oooww...  
 L : Artinya memang kamu tidak bisa. Tapi kalo kamu menyangkal, *Saya tau tesnya. Saya bisa*.  
 Ss : Yes I can. <X words X>  
 L : Karena ini bukan pertanyaan biasa. Ini question tag. Ini akan beda dengan pertanyaan WH Question. Karena ini Cuma mempertegas sesuatu.  
 L : Listen to your number. Number one?  
 S : Present!  
 L : (Continuing checking the attendant list)  
 Alright, thank you so much. Berarti kita masuk besok ya? Soal-soal ya?  
 Ss : Iya mem.  
 L : Thank you. Assalamualaikum Warahmatullahi Wabarakatuh  
 Ss : Waalaikumsalam warahmatullahi wabarakatuh.

### Transcription of the 3<sup>rd</sup> Observation

Ss : <X words X> (The students are doing the assignment given by the Lecturer)

L : Alright! Assalamualaikum Warahmatullahi Wabarakatuh.

Ss : Waalaikumsalam warahmatullahi wabarakatuh.

L : This meeting..the last meeting or the last two meetings?

Ss : <X words X> the last meeting!

L : Depends. Kalo kalian bisa paham question-tag sekali pertemuan, then this is the last because my second class even ask for one more meeting.

Ss : Two last meeting mem..two last meeting.

L : Alright.. I want you... ada tinta nggak di kelas ini?

Ss : Ada..ada mem..

L : Kalo cinta ada?

Ss : Aaaaa...! Banyak.

L : Sebelum saya ke question tag, saya mau bahas ini dulu. Yang kemaren.

S : Mem, masih mauki?

L : Masih ada? Sini.. Alright.. Tolong bantu saya menchecklist kalo pertanyaannya benar. Okay, pertanyaan yang pertama..ee.. jawabannya adalah?

Ss : The third wife of <X words X>

L : You know who is <X words X>?

Ss : Mughal emperor.

L : You know what is Mughal?

Ss : Yes

L : What?

Ss : Dinasti terbesarnya Islam mem.

L : Islamic Kingdom in..India. <X words X> and you know the last <X words X> is built in Indonesia? Do you know what the relationship between Syah Jehan and Jalaluddin Akbar?

Ss : <X words X> No mem..

L : Ini cikal bakal the Taj mahal. The Mughal empire was built and.. aa. I thought that the first King sepertinya dari Mongolia. Makanya namanya Mughel. Jadi kerajaan Mughel itu sebenarnya dari.. Aa.. Raja yang kedua yang saya tau namanya Humayun. You know Humayun? Yang pernah nonton Jodha Akbar pasti tau.

Ss : Tidak mem.. tidak ditau. Lupa mi mem.

L : Humayun. Humayun punya anak namanya?

Ss : Jalaluddin Akbar.

L : Jalaluddin punya anak namanya?

- Ss : Jodha.. (laughing) <X words X> Salim mem... Salim..
- L : Nah, Raja Salim punya anak namanya Syah Jehan.
- Ss : Ooo...<X words X>
- L : Who is Syah Jehan?
- Ss : Cucunya Jalaluddin Akbar.
- L : Alright, Oke pertanyaan pertama jawabannya adalah?
- Ss : ...<X words X>
- L : What is the question?
- Ss : What is the third wife of Syah Jehan.. Me.. me mem! (the students are invited to write the answer on the board)
- L : Yang beda ya. Any other questions for number one? Yes?
- Ss : What is the name from..
- L : Ha? The name of. Kalo the name from, salah. Ada yang lain? Yes?
- Ss : Who is Syah Jehan's wife?
- L : Setelah Jehan ada 's?
- Ss : Yes
- L : Okay
- Ss : Mem.. O mem! Mem, disini nabilang mem.. Who is the wife of the Taj Mahal mem? (Laughing) <X words X>.
- L : <X words X>... Aa.. Are you sure, Mirna? The third wife of the wife?
- Ss : (chuckling)
- L : What is the name of the third wife.. oke.. Selain ini?
- Ss : No more mem.
- L : No more? Oke. Kalo who is the name? salah. Kalo who is the third wife? Oke.
- Ss : <X words X>...
- L : Number two?  
(Some students write the answer on the board by turn)
- Ss : <X words X>...
- L : Another answer?
- Ss : When the construction of the Taj Mahal <X words X>.
- L : Kalo Taj Mahal begin salah. Yang ditanyakan adalah constructionnya. The construction of Taj Mahal. Oke. Choose the best answer. Oke ya? Any other answers?
- Ss : No more
- L : Oke, number three
- Ss : Me mem!
- L : Come forward!
- Ss : <X words X>... Mem..sayaa mem.



- L : How long did the construction of the Taj Mahal.. gimana jawabannya ini? Gimana? Coba jawab.
- Ss : Ooow.. jawabannya..
- L : Answer coba. Lengkap..Complete answer.
- Ss : <X words X>...
- L : Oke. It took a total of 22 years to complete the construction. Oke. Kalian ikuti aj disitu. Kenapa kita tidak pake how many years? Ada yang make how many years?
- Ss : How long time
- L : How long time. What about how many times? Can we use how many times? How many times itu jawabannya once, twice, three times.. So how many years did the construction take to complete.. Kalian boleh pake ini.
- Ss : <X words X>...
- L : How long the construction take.. oooww.. No..no..
- Ss : How long time that.. <X words X>
- L : Next.. siapa yang jawab? Masih ada?
- Ss : Kalo how much mem..? How much constraction..
- L : Nooo...no.. Yang ke tiga, listen! Aa.. the answer is *the construction involved around fifty thousands people*. May I say *how many people? How many people were involved in the construction?* Boleh ndak begitu?
- Ss : Mem.. contohnya disini mem.. How many people.. bisa ji langsung verb 2 mem.
- L : Saya Tanya dulu. What is involved? Terlibat atau melibatkan?
- Ss : Melibatkan
- L : Terlibat atau melibatkan?
- Ss : Melibatkan
- L : Oke.. Saya terlibat dengan saya melibatkan kamu gimana?
- Ss : <X words X>...
- L : (giving example on the board) ini artinya berapa orang yang melibatkan. Kalo terlibat, *how many people were involved*.. I've already told you about passive voice right? *Were involved*..ada jawaban lain?
- Ss : *How many people does it take to build Taj Mahal?*
- L : people dengan does tidak cocok.
- Ss : <X words X>... Mem..Mem..
- L : Okay, no more?
- Ss : No more...
- L : Alright. Jawabannya? What is?
- Ss : the name of the architect of the Tajh Mahal. <X words X>

Commented [W71]: Expert

L : Listen! Kalo dia menggunakan *who*, tapi tidak pake *is*, salah. Who is the architect boleh. What is the name of the architect of the Tajh Mahal is also correct.

Ss : Mem..

L : masih ada jawaban lain?

Ss : Masih ada mem.. *What is the name of the Tajh Mahal's architect?*

L : Nah, kalo ada yang mendahulukan Tajh Mahal, pake '*s*, *Tajh Mahal's architect*. If the '*s* is not there, the answer is incorrect. Udah? Ada yang benar empat-empatnya?

Ss : Kalo architecture disini mem?

L : Salah, architecture itu benda, bukan orang. <X words X> five.

Ss : Six mem.

L : Oh six. Kalian dengar apa?

Ss : Five

L : Padahal saya bilang six tadi.

Ss : Aaa (laughing)

L : It's because you are fasting

Ss : Aaa (laughing)

L : *The cost of the construction of the Taj Mahal was around?* Pake apa ini?

Ss : How much.. How many...

L : How many?

Ss : How much! How much is the construction..<X words X>

L : yang ditanyakan apa?

Ss : Cost.. Mem.. How much was the construction..

L : How much was salah.

Ss : <X words X> Mem.. how much did.. ..<X words X>.

L : Selain jawaban yang saya tulis diatas, salah. Liat..liat..

Ss : Mem.. How much did the Taj Mahal's construction cost?

L : Boleh

Ss : Yeee... mem.. kalo *How much did the construction of Taj Mahal..*

L : Yang kalian tanyakan apa? Berapa banyak pembangunan atau berapa banyak uang (biaya)? Kalau how much is the construction.. kamu bertanya berapa banyak pembangunan. Yang kita cari adalah berapa banyak biaya... Oke.

Where..?? Where..?

Ss : *Where is the location of the Taj Mahal?* <X words X>.

L : Oke. If you say *Where is the location of the Taj Mahal?* It's okay, or *where is the Taj Mahal located.*

Ss : Yeeeeee.. <X words X>.

L : Ada yang tulis *location*, salah. Ada yang tulis *locate* without *-ed*, incorrect.

Ss : <X words X>.

L : Let's think of you first. Aa.. I want to stop this, and we continue with the question tag.. or maybe hari jum'at for the question tag? Gimana?

(The lecturer and the students are discussing about the next schedule for the additional lesson)

L : Okay.. sekarang kita lanjutkan. *Over three hours*. Pertanyaannya apa ini?

Ss : *How many.. how many times.. How much.. How long.. How long time..*

L : *How long time..*

Ss : Kalo *how much time* mem?

L : *How long is* <X words X>. ... benar. *How long time is needed to travel* <X words X>, benar. Kalo *how long the time* salah, *how long the travel* salah.

Ss : <X words X>.

L : Sudah? Sudah?

Ss : <X words X>.

(For several minutes, the students are trying to complete the task from the lecturer)

L : Done? Oke next <X words X>.

Ss : <X words X>.

L : Dengar! Dengar! Tidak boleh pakai dua auxiliary.

Ss : Mem..mem.. <X words X>.

L : Sstt... Question word, auxiliary, open, Oke?

Ss : <X words X>.

L : Dengar! How much is the <X words X>.

Ss : Yeey..

L : How much do, how much does, how much did, salah. Harus haow much is.. <X words X>.

Ss : <X words X>.

L : Pokoknya kalo beda dengan yang diatas salah ya?

Ss : <X words X>.

L : Fourteen

Ss : *Where* <X words X>?

L : *Where can visitors put online ticket?* Where is salah, where are salah, where did salah, where..apa lagi? Karena disinikan auxiliary can ya? Number?

Ss : Lima belas

L : Pertanyaannya adalah *what..?*

Ss : *What items..* <X words X>?

L : Kalo what items is salah, yang benar what items are.

Ss : Mem.. kalo what is the item?

L : Ya bisa

Ss : mem! Kalo what kind of item?

L : <*X words X*>. Alright! Enough.. Periksa..berapa benar berapa salah.  
Ss : <*X words X*>  
L : Okay guys, saatnya pulang. Thank you. See you!  
Ss : See you!  
L : Assalamualaikum Warahmatullahi Wabarakatuh!  
Ss : Wa'alaikumsalam Warahmatullahi Wabarakatuh!

## Appendix 6

### TRANSCRIPTION OF OBSERVATION

Observed/Respondent : Ardiana S, Pd., M. Pd.

Observer : Wahyuddin Rauf, S. Pd

Place : Muhammadiyah University of Makassar

|                           |  |
|---------------------------|--|
| Transcript of Observation | <p>At the 1<sup>st</sup> observation, (Wednesday, June 15<sup>th</sup> 2016 /13.00 Wita)</p> <p>The lecturer came to the class and checked the students' attendant list. Then she started the class by asking question to the students to check the students' prior knowledge about the material. She was teaching the material about W-H Question. She asked the students about what question words they know and wrote them on the board. Then she asked what the meaning for the each question word is. Here the lecturer taught each point of the materials by giving examples and every given example was written on the board. She also used more questioning strategies to build the students critical thinking and to encourage the students to solve the problem of the given subject. She allowed every students to answer and to participate in the classroom. Based on the examples, she explained concept and showed how the students should use the concept of the given materials. Then she also asked some students to give an example and asked them to write it on the board. The examples given by the lecturer showed the students how they can use the concept of the material in real-life situation. Most of the examples created also included the students' names and even her name. The researcher believes that it was a strategy to get the students attention. While teaching, the lecturer tended to move freely around the class and used more body gestures while explaining. She tended to have communication with the students rather than to lecture them. The explanation and the examples were sometimes filled by some jokes. It can be implied that she has a sense of humor. For the practice activities, she asked the students to do pair work. Then she moved around the class to monitor each pair group and to help the students when it was necessary.</p> <p>At the 2<sup>nd</sup> observation (Thursday, June 16<sup>th</sup> 2016 /10.00 Wita), the teaching process was not significantly different from the first</p> |
|---------------------------|--|

Commented [W72]: Expert style (Extract 13)

observation. The subject was still about Structure – Question Tag and exemplifying was still the significant part of how the lecturer presented each point of the materials. The lecturer moved freely around the class, used body gestures and questioning strategy to get information from the students, build the students comprehension and to check their comprehension towards the subject. Telling jokes was also still the part of her teaching style. The teacher also asked the students to work in pair – to have conversation with their friends related to the Question Tag. At the end of the class, the lecturer gave the students assignment. She explained in details how the students should do and complete the assignment. When the class was over, she left the class. While she was walking, some students from another class suddenly called her and asked about assignment they did. It seemed they found difficulties with it. So she stayed for a while to explain it to the students. She sat on a chair in front of the class while the students stayed around her listening.

At the 3<sup>rd</sup> observation, at first the class was discussing about the assignment from the previous lesson. The teaching process was not too much different from the previous meetings. The researcher still found the teaching process at the 4<sup>th</sup> and the 5<sup>th</sup> meeting in the same way as the previous meetings.

Commented [W73]: Extraversion/friendly (Extract 27)

## DOCUMENTATION





KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI MAKASSAR  
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Nomor : 4961/UN36.8/PL/2016  
Lamp. : 1 (satu) Proposal  
Perihal : *Izin Penelitian*

2 Juni 2016

Kepada  
Yth. : Gubernur Prov. Sul - Sel  
Cq. Kepala UPT P2T BKPMMD Prov. Sul - Sel  
di-  
Makassar

Dengan hormat disampaikan bahwa mahasiswa Program Pascasarjana Universitas Negeri Makassar yang tersebut di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi magister.

N a m a : Wahyuddin Rauf, S.Pd  
Nomor Pokok : 14B01128  
Program Studi/ : Pendidikan Bahasa  
Kekhususan : Pendidikan Bahasa Inggris  
Judul Penelitian :

*Students' Perception Toward Lecturers' Teaching Styles and Personality  
Traits at Muhammadiyah University of Makassar*

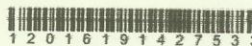
Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin Penelitian.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Direktur  
  
Jasruddin  
NIP. 19641222 199103 1 002

Tembusan :  
- Rektor UNM (sebagai laporan)  
- Asdir I dan II PPs UNM  
- KPS Bahasa Inggris Tetap Jaya dalam Tantangan  
- Mahasiswa yang bersangkutan





**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**BADAN KOORDINASI PENANAMAN MODAL DAERAH**  
**UNIT PELAKSANA TEKNIS - PELAYANAN PERIZINAN TERPADU**  
 ( UPT - P2T )

Nomor : 7342/S.01.P/P2T/06/2016  
 Lampiran : -  
 Perihal : Izin Penelitian

Kepada Yth.  
 Rektor Univ. Muhammadiyah Makassar

di-  
**Tempat**

Berdasarkan surat Direktur PPs UNM Makassar Nomor : 4961/UN36.8/PL/2016 tanggal 02 Juni 2016 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : WAHYUDDIN RAUF, S.Pd  
 Nomor Pokok : 14B01128  
 Program Studi : Pend. Bahasa  
 Pekerjaan/Lembaga : Mahasiswa(S2)  
 Alamat : Jl. Bonto Langkasa, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Tesis, dengan judul :

**" STUDENTS" PERCEPTION TOWARD LECTURERS" TEACHING STYLES AND PERSONALITY TRAITS AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR "**

Yang akan dilaksanakan dari : Tgl. **09 Mei s/d 31 Agustus 2016**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
 Pada tanggal : 08 Juni 2016

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA BADAN KOORDINASI PENANAMAN MODAL DAERAH**  
**PROVINSI SULAWESI SELATAN**  
 Selaku Administrator Pelayanan Perizinan Terpadu



**A. M. YAMIN, SE., MS.**  
 Pangkat : Pembina Utama Madya  
 Nip : 19610513 199002 1 002

Tembusan Yth

1. Direktur PPs UNM Makassar;



# UNIVERSITAS MUHAMMADIYAH MAKASSAR

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Nomor : 1383/Izn-05/C.4-VIII/V/37/2016  
Lamp : 1 (satu) rangkap Proposal  
Hal : Permohonan Izin Penelitian

25 Ramadhan 1436 H  
30 Juni 2016 M

Kepada Yth,

Saudara : **WAHYUDDIN RAUF, S.Pd**

Nomor Pokok : **14B01128**

Jurusan : **Pendidikan Bahasa/pendidikan Bahasa Inggris**

Di -

Tempat

أنا على ما ذكره في هذا

Berdasarkan surat Direktur Pasca Sarjana Universitas Muhammadiyah Makassar, nomor : 4961/UN36.8/PL/2016 tanggal 09 Mei 2016, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Penelitian di Universitas Muhammadiyah Makassar dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul; **"STUDENTS' PERCEPTION TOWARD LECTURERS' TEACHING STYLES AND PERSONALITY TRAITS AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR"** Yang akan dilaksanakan dari tanggal 09 Mei s/d 31 Agustus 2016.

Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian/ Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

أنا على ما ذكره في هذا

Ketua,

Up. Sekretaris LP3M,

**Dr. Ir. Abubakar Idhan, MP.**  
NBM 101 7716

Tembusan yth;

1. Rektor Unismuh Makassar
2. Arsip

### **Curriculum Vitae**



Wahyuddin Rauf is the first child of Abd. Rauf S.Pd and Kartini S.Pd. He was born on January 10, 1989 in Watansoppeng. He started his elementary school at SDN 17 Bila, Watansoppeng and graduated in 2000. He continued his study at SMP Muhammadiyah Watansoppeng and graduated in 2003. After graduating from Junior High School, he continued his study at SMA Negeri 2 Watansoppeng and graduated in 2006. Then he was accepted as a student of English Education Program at Muhammadiyah University of Makassar and graduated in 2011. After that, he continued his study at PPs UNM in 2014 for a Master Degree Program.





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**SURAT KETERANGAN PERBAIKAN UJIAN TESIS**

Berdasarkan Hasil *Ujian Tesis* untuk Penyusunan Tesis :

N a m a : Wahyuddin Rauf, S.Pd  
Nomor Pokok : 14B01128  
Program Studi / : Pendidikan Bahasa  
Kekhususan : Pendidikan Bahasa Inggris  
Judul Tesis : *Students' Perception Toward Lecturers' Teaching Styles and Personality Traits at Muhammadiyah University of Makassar*

Oleh Tim Penilai, harus dilakukan perbaikan-perbaikan. Perbaikan tersebut dilakukan dan telah disetujui oleh Tim Penilai :

| No. | Nama Tim Penilai                                 | Disetujui Tanggal | Tanda Tangan |
|-----|--|-------------------|--------------|
| 1.  | Prof. Hj. Murni Mahmud, S.Pd, M.Hum, Ph.D        | 11/07/2017        |              |
| 2.  | Dr. Sukardi Weda, M.Pd, MS.i, M.Hum, MM, M.Sos.I | 5/07/2017         |              |
| 3.  | Dr. A. Tenri Ampa, M.Hum                         | 4/7 2017          |              |
| 4.  | Dr. Kisman Salija, M.Pd                          | 04/07/2017        |              |
| 5.  | Prof. Dr. Jasruddin, M.Si                        |                   |              |

Makassar, 29 Mei 2017

Mengetahui:

a.n. Direktur

Asisten Direktur I,

**Anshari**

NIP. 19640429 198903 1 003

Tetap Jaya dalam Tantangan